

CHILDHOOD EDUCATION

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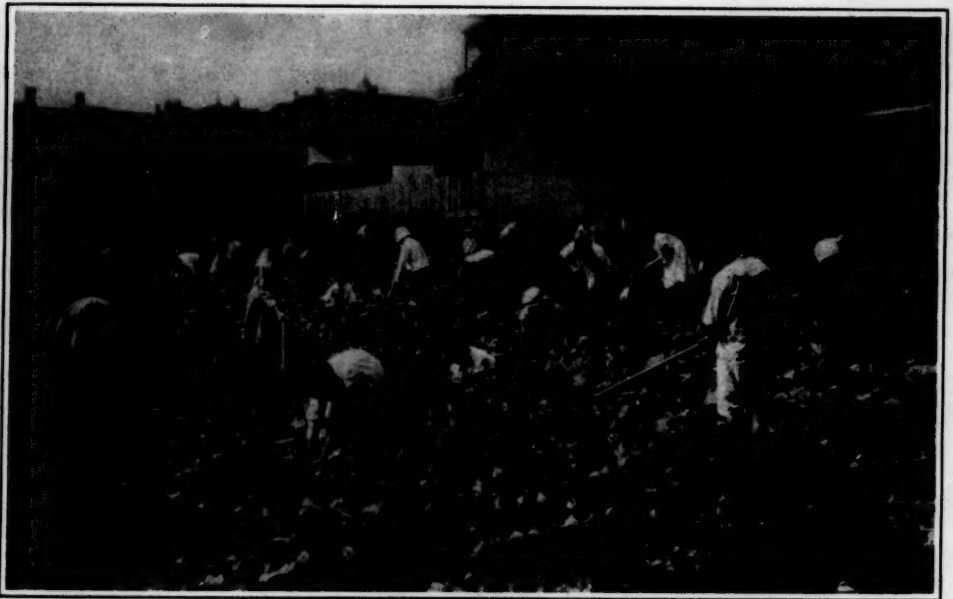
No. 9

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**THE CLASSROOM CAN STIMULATE INTERESTS WHICH WILL
CARRY-ON INTO WORTHWHILE USE OF SUMMER LEISURE**



CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VI

MAY, 1930

No. 9

Pets as the Center of Interest

WILLIAM GOULD VINAL

Director, The Nature Guide School of Western Reserve University, Cleveland, Ohio



BRINGING-UP WHITE FOOT

ONE anemic goldfish in a glass globe with a stony castle is no longer useful as a sign that "Here we teach nature study." In fact, it has quite the opposite significance. It means that the teacher has failed to grasp the oppor-

tunities for education through breeding goldfish, to say nothing of the distortions made by the glass and the artificiality of the castle. The schools of Cleveland, in cooperation with Western Reserve University, have organized a far-reaching experiment to vitalize nature study. This article aims to give a resumé of one phase of the experiment, namely, pets.

The Nature Guide School

Within a generation our country has ceased to be a nation of rural-minded folk and has become industrial and commercial. Once our children were born in farm-

houses and spent their childhood in the woods and fields. It was such that gave Lincoln his growth of muscle, nerve fibre, and brain. Today children are born in hospitals and spend their lives within brick walls and along pavements. In the transition we have lost contact with nature. The necessity of this kind of knowledge is just beginning to dawn upon us. We are suddenly faced with the problem of giving back to the city child the things that the city has taken away from him. The Nature Guide School endeavors to train teachers who can go back to their school rooms and provide children with a rich nature experience.

The Nature Guide School holds a summer session June 23-August 1. It makes use of the 600-acre farm and woodland of Western Reserve Academy, a country day school for boys at Hudson, Ohio. The nature school is unique in that it welcomes to its membership not only teachers but parents and children. It not only offers training of collegiate grade with credit toward a Bachelor of Science degree, but also offers experiences in such activities as horsemanship, camping, and pioneering under expert leadership. All of this is written in greater detail in an illustrated bulletin which may be obtained by writing

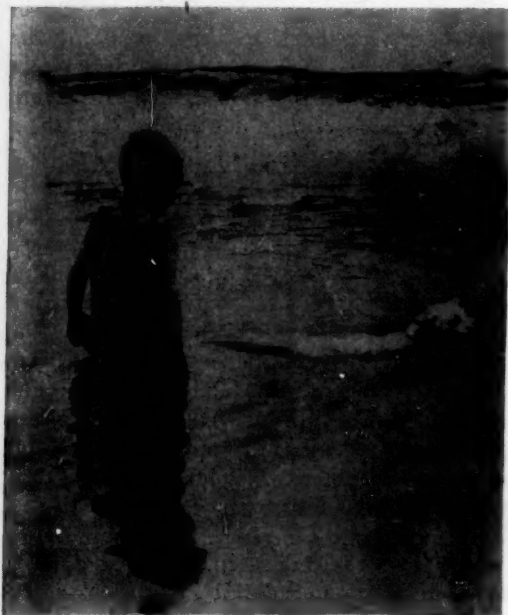
to the registrar of the School of Education, Western Reserve University.

The Outdoor Girls

One of the stumbling blocks to vitalized nature teaching in the city is the teacher's fear-complex, or whatever you wish to name it, to take children into the fields. To give those leaders a chance to gain assurance and competence with children in their natural environment the OUTDOOR GIRLS became an active unit of the Nature Guide School. This consists of a group of 33 carefully selected girls between the ages of ten and eighteen. The only other entrance requirement is that the girl must be actively interested in an outdoor life. The program is described in detail in a pamphlet issued by the University.

The Farm Chores

Nature has prescribed that every mammal tune up his muscles and wit by running, wrestling, and fighting. Every red-blooded girl who does not get some of her grit from country sod has had one great source of social play amputated. To meet



REX CAN "DOG-PADDLE"



RUTH AND "CHUCK" IN CLOVER

this end the girls perform certain farm chores. Calves, chickens, lambs, and other animals are available. Work in the dairy includes feeding of cows, care of milk, churning butter, and making and serving of cottage cheese. To know the story of butter from the feeding of the cow to the arrival on the table or to help in the harvesting of wheat are experiences that are not soon forgotten. Other activities include haying, orcharding, and the many duties which are the privilege of the farm girl. The reunion this spring consists of spending a day in the Academy Sugar Camp, ending with a Sugaring Down Party. One must know nature, just as he must know the Bible, because so much of literature is built upon it.

The Pet House

The PET HOUSE consists of a shed with an open front facing toward a lake. In back of the pet house there is an exercise yard where a child may take his rabbits or woodchucks, or what not, and feed them on clover and play with them to his heart's content. He has no fear of losing them or that a stray dog will pounce upon them unawares. Within the house there are cages on a bench which makes them readily accessible. The bottom of each cage has a zinc tray which may be easily removed. A fresh newspaper is placed on the bottom of the cage. This is covered with straw. It is easily rolled up and

placed in a burner. If necessary, the tray may be washed and then dried in the sun. Over each cage is a chart for original observations. The first year each child was the owner of a pet. The second year they rotated in the care of each kind of animal. The latter plan proved to be much better. In this way there was less selfishness and more opportunity for co-operation. Besides the rabbits and woodchucks, there were flying squirrels, ring-necked doves, a blue jay, a crow, a parrot, mice, rats, an opossum, a raccoon, and a sitting hen who was later the proud possessor of a flock of Rhode Island Red chicks. Besides this there was an Electric Hen which made it possible to open an egg each day and show the development of the chick. The lake was a collecting ground for tadpoles, shiners, and insect larvae. It is needless to say that the pet house became one of the big centers of interest. The Children always wanted to show their pets. Parents and friends were constantly being shown new arrivals in the rabbit world or a new trick of Jimmie Crow or the tadpole that had grown hind legs. Everyone was enthusiastic or soon caught it. There was no

doubt but what we had met our objectives. As outlined for the leader, the objectives were:

1. Hygiene Education, cleanliness, right food, vital processes, parental care.
2. Humane Education, kindness, intelligent care, handling, protection.
3. Character Training through chores, dependability, cooperation, etc.
4. Scientific Attitude, doing away with superstitions of snakes, toads, etc.
5. Civic Responsibility, conservation, laws, refuges, and wild life areas.
6. Appreciation of beauty and adaptations.
7. Knowledge of the common animals, habits, life history, use to man, control.
8. Increased skill in observing, drawing conclusions, making exact statements, and controlling the environment.

The PET HOUSE experiences and how they met the objectives would fill volumes. The relation of the work to sex-character education formed an important theme for our Parents Council, which meets every Sunday. Our attitude on this much misunderstood subject has already been written for Camp Life, May, 1929, and was reprinted in the Ohio Parent-Teachers



SAMMY CROW PULLS RUTH'S HAIR

Magazine (December, 1929), to which we refer readers who are particularly interested in that phase of pet work.

A School Room Pet Shop

Teachers who had trained at the Nature Guide Pet House returned to the city with enthusiasm and confidence to establish a School Room Pet Shop. The idea was to have one room in each building that would be responsible for having a variety of pets on hand that could be loaned out after the fashion of a circulating library.

To get animals there must be a place to keep them. To get "homes" there must be material to build them. To make purchases there must be money. The Pet Shop at once became an educational work shop.

The children obtained boxes from the chain stores, pulled the nails for the nail keg, and piled the boards in a "Lumber Pile." One mother called to find out how many cages were really needed. Her son had filled the store with empty boxes and insisted that he needed every one. One teacher went with a committee of three boys to purchase $\frac{1}{2}$ -inch galvanized wire screening for the cages. When they reached the hardware store they found all the rest of the class gathered outside, pressing their noses against the window pane. Some customers entered the store and wanted to know what had happened. The manual arts teacher no longer had to sell his wares, he was being solicited for help. A much more healthy situation, than exercise 1, prob-

lem 2, and so on, that they had had last year.

Other committees were at work at various pursuits which centered around the new industry. Hay had to be "baled" from lawn mowings for the "mow." Market baskets with cloth tops were provided for transporting pets. Tin cans, by the use of tin shears, were transformed into pans for watering the animals. Home-made terraria and aquaria were soon under construction. Paint cans and brushes, mason jars, paper bags, rope, putty, aquarium cement, and various hardware, together with panes of glass, were orderly arranged in the supply closet. In a corner a group were making a library out of orange crates. "Loan cards" were planned, "animal menus" arranged, and an "interest card" was placed on each cage.

Acquiring the Pets

One teacher was wondering just what she would get for pets. This was early in the fall and her window was open. Just then, as always happens in a good story, a pigeon came in the open window. The children hastened to feed it. The next day the pigeon returned. The children wanted to know how he knew which window to come in. Eight days after the first visit the pigeon brought a mate. The class



TEAM WORK IN THE GARDEN

then wanted to know how the pigeon told the other one. Questions multiplied and the story grew until they finally had a "Pigeon Book."

The neighbors heard about the pigeon visitors and they began to add to the

menagerie. With cold weather coming, many parents did not want pets in the house. The traffic policeman even added his contribution by catching a Giant

Water Bug under the electric light. Steve and an older brother spent the week-end in Detroit and did not arrive home until Wednesday. Their excuse was that they stopped to get specimens for the Pet Shop. And sure enough, they brought in a big collection, mostly frogs, turtles, and snakes. Another

child brought in a dead skunk and a well cooperative Dad hired a hand organ grinder with his monkey. The grade interest soon became a school interest and then a neighborhood affair with fathers

and mothers as frequent visitors. A decided change for one school where the majority of the children had never seen a snake or white rat before.



A SWARM OF BEES

20 KINDS OF TRIPS
TAKEN BY CITY
TEACHERS WITH
"ANIMAL STUDY"
CLASSES.

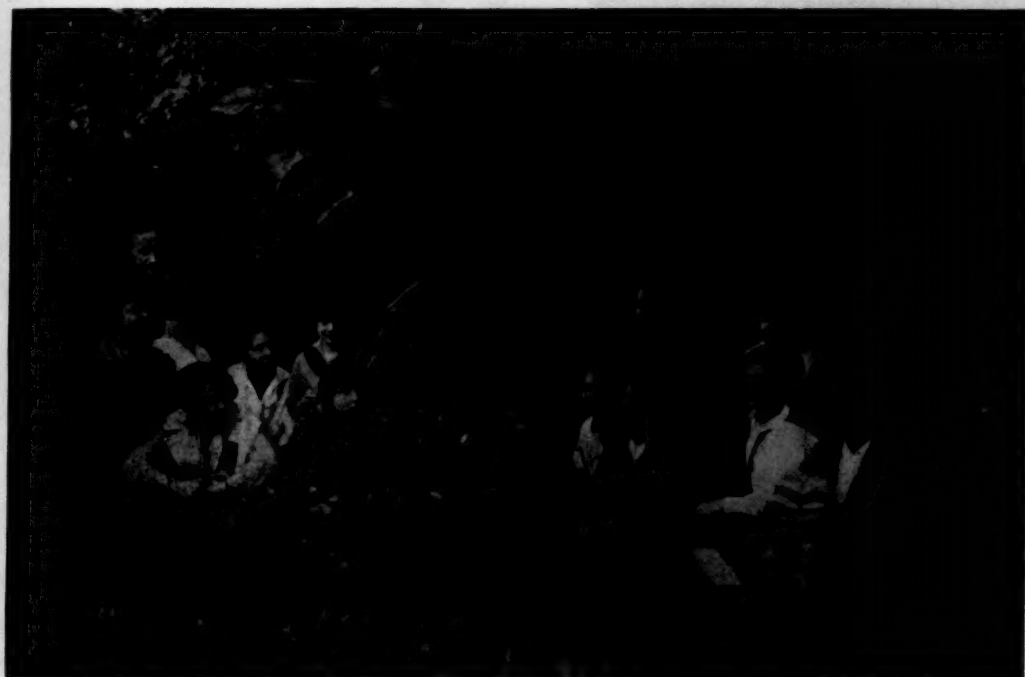
- 1—Visits to a pet shop.
- 2—Visits to a farm.
- 3—To the Live Stock Show.
- 4—To the Union Stock Yards and Packing Houses.
- 5—To a meat

market.

6—To the Museum of Natural History.

7—To Brookside Zoo.

8—To "outside" lecturers (not to school).



GUIDES TEACHING CHILDREN HOW BEES SWARM

- 9—To a milk plant.
- 10—To a blacksmith.
- 11—To Art Museum.
- 12—To a fish market.
- 13—To the canary show.
- 14—To a cat show.



HELPING IN THE WHEAT FIELD

15—To the ANIMAL PROTECTIVE LEAGUE.

16—To call on a neighbor who has an animal.

17—A Saturday Field Trip.

18—A school day field trip.

19—To police station to see horses.

20—To a Taxidermist.

LANGUAGE OUTGROWTHS

John discovered that Farmers Bulletin 702 had twelve pages on the Cottontail; that Agricultural Leaflet 15 told about Rabbit-house construction; and that Farmers Bulletin 1519 told about the fur. Each of these publications sells for 5c and may be obtained by writing to the Superintendent of Documents, Washington, D. C. This required a business letter, an explanation of a money order and knowledge of a registered letter. Other typical letters were sent as follows:

Perry Picture Company, Malden, Mass., for list of animal pictures.

National Association of the Fur Industry, 224 W. 30th St. N. Y. City for the Dictionary of Fur Names, and the Care of Furs by Paul Abelson.

National Dairy Council, 910 So. Michigan Ave., Chicago, for posters entitled "Milk made the difference".

The Metropolitan Life Insurance Company, New York, for a paper that they print and distribute entitled "Get Rid of Rats".

State Department of Conservation, 126 New Orleans Court Bldg., New Orleans. Bulletin 18, The Fur Animals of Louisiana, .25c.

Keds Outdoor Department, Dept., 2270, 1790 Broadway, N. Y. City for a list of wild animal tracks, by Trapper Evans.

American Leather Producers, Inc., One Madison Ave., N. Y. City, for a booklet entitled "Nothing takes the Place of Leather". A "Brief History of Leather" and a "Description of Tanning".

The following language outgrowths were reported by the teachers. They are rich in suggestion to anyone starting a Pet Shop.

A first grade book entitled "Our Daily News". This contained original sentences such as "The rabbit winks his nose", or Richard says that "The mother rabbit dies her babies if you disturb them too soon".

A bulletin Board with clippings from the school paper and news from the animal world.



CAMP COOKING

Black Cat superstitions for Hallowe'en. Illustrated with silhouettes.

An ABC Book on Animals, where A is for Ant rather than a far away antelope.

A Sixth Grade Boy lectured to 1-B Group on pigeons.

A Clipping Book, illustrated, on kind deeds and the bravery of Dogs.

The Exchange of pets with another

school pet shop. Sent a speaker or written directions to tell how to care for the new pets. This was followed by a letter of thanks.

A committee found and purchased 17 animal books at the 5 and 10c store.

HEALTH OUTCOMES.

Each child, each teacher, and each pet shop had its individual outcomes. That is the way it should be. One child might take newspaper out of the rat cage as they tear it to bits and make the cage untidy while another child, equally successful, might put newspaper in the cage so that it might be torn up to make a nest. Both might be right. It is the spirit that is back of the act that is important.

And a project that grows and develops is much better than one that is "cut-and-dried". Suppose that a rabbit spills the water. A larger dish is added and finally it is wired to the side. It is then discovered that it is not easy to clean. Finally it is held in place by a large stone. It is for this reason that the teacher who comes to a brand new project and is willing to learn with the children is often successful because of the freshness of approach.

In a pet shop many health questions receive a final answer. Jennie asked her mother if she could have carrot peelings to bring to the rabbit. The mother said, "Yes, if you will eat the carrots. I cannot afford to buy carrots for the rabbit". As a result Jennie became the champion carrot eater in Cuyahoga County. This led to a desire on the children's part to make a list of the things that could be put on the bill of fare for the rabbit.

When two rats were brought in the caretakers went to the school nurse to get feeding directions. The nurse was delighted as she could list such important items as milk and lettuce. The children were greatly impressed. They did not fully realize that they might have asked "What should growing children eat?"

As a further incentive a Greater Cleveland Pet Show was organized. The animals were scored on the basis of good

health and cleanliness rather than ancestry. The most mongrel of mongrels could win a ribbon. Many schools held preliminary Pet Shows. Each school had child inspectors to see if each animal was in good enough condition to enter the show. A sick rabbit was quickly delegated to the "Hospital Cage". The anemic goldfish was sterilized in a strong salt solution and isolated. A gymnasium was made for the rats. It included swings, wheels, mazes and ladders. When the opossum came an effort was made to discover his favorite foods.



BOBBY JAY

Tropic fruits were placed along side of Ohio products and a record kept of what he selected first, and second, etc. The results were not considered final until they had been checked several different days. These child-born ideas are exactly the ones that would originate in any well-organized social community. They stand the test that education is a process of living rather than a preparation for life.

CREATIVE ART.

The laboratory work for a teacher in the Animal Course may be the organization of a Pet Shop or it may be a club. A teacher in the course from the Landon School launched an Animal-Art Club. She put the following notice on the school bulletin board:

Do you love animals?

Can you draw pictures of your favorite pet?

A very special surprise is in store for some of the boys and girls.

Bring one or more of your drawings to room 209 on Wednesday, at 3.30 o'clock and learn about the big secret.

Thirty-five children reported and thirteen were chosen. To be eligible to the club they must own a pet and be able to sketch a likeness of the living animal. The club was anxious to have a horse to sketch. They had considerable difficulty until the *Cleveland Press* heard of it and printed the desire of the club. A horse in the contracting business was finally discovered. He was willing to serve as a model but Monday was his day off and the club met on Wednesday. Arrangements were finally made to have the club meet on Monday, and the horse was put through his paces and duly sketched from all angles. Soon after this the club visited the art museum for a special lesson. As a result of this two of the members were invited to attend the special Saturday Class for gifted pupils at the museum.

As the Pet Show was held in connection with the Live Stock Show the children were given outline drawings of the various types of beef and dairy cattle. Colored pictures of cattle were found in the *Country Gentlemen* and on condensed milk cans. Coloring in the outlines led to much dictionary work in looking up new words such as fawn, roan, etc. This work led to a study of animals in art and famous paintings. Some made humane posters. Others projected lantern slides on the black-board, sketched around them, colored them in and gave talks. Pictures of various animals were cut up for puzzle pictures.

Other groups made:

Footprint stories of animals.

Charts, such as pictures from advertising pages to show such animal products as soap, tooth brush, woolen clothes, glue, felt hats, fertilizers, shoes, suit cases, etc.

Maps, such as, Milk Animals and World Over.

Clay Models.

Oil Cloth Animals,—two patterns sewed together and stuffed.

Other outcomes.—The by-products from such a center of interest are innumerable, and relating them would fill a book. In an article of this kind we will have to be content in giving a few examples.

a. Humane Responses.—A canary lost a toe nail and was bleeding. Several boys walked two miles to the nearest pet shop to find out what to do.

The children found a stray cat. Not one child in the room could use the telephone directory to find the number of the Animal Protective League. Many schools made a Christmas tree for the room pets and for the birds.

When the animals were parceled out to the various homes during the Christmas vacation "Care Cards" were made and sent along.

The Sixth Graders acted as "Big Brothers and Sisters" to the smaller children when they took them on trips.

b. Cleanliness.—Fred said to John: "John, do you watch the Bunnies when they wash themselves?" John: "Yes, why?" Fred: "Because you didn't wash behind your ears".

c. Sex attitudes.—It was discovered that children are far more interested in snails than in goldfish. This shows how little we have considered child interests if we judge by the number of goldfish in a school room as compared with the frequency of snails. James said: "Those snails are born alive just like we are born." One class voting for the name of a rabbit decided to call it "Tootsie" as they didn't know whether it was a girl or boy rabbit.

d. Social adjustment.—John is mentally slow, has poor hearing, and is a repeater. He is always at sword ends with his neighbors. Since he has brought his pets he wears a smile and feels that he is a leader in the science class.

e. Authority.—Martin's father raises pigeons for show purposes, and has won

many ribbons. The children think that Martin is an authority and ask him many questions. This has had a good influence on Martin who had read widely to maintain his reputation.

f. *Scientific Attitude.*—The kindergarten children during the rest period were lying on the floor. The rabbit wandered between the rows and finally tried to get his nose into a boy's pocket. All the children kept quiet. The rabbit did not succeed. The teacher finally asked the boy what he had in his pocket and he brought out a pear.

Mary brought her dog to visit. She hid a piece of doughnut and let the dog try to find it. Some one then held the dog in the hall way while Mary lost herself in the midst of the children. The dog could always find her. Then she hid in the closet and the dog found her.

In one school the children found a meadow mouse. They thought that it was

a young muskrat and fed it milk. They searched the books but could not make him agree with the picture of the muskrat. They finally took it to the Museum of Natural History where it was properly identified.

g. *Superstitions and Fears.*—When the ring neck dove flew over the head of one child she cried. The teacher investigated and found that the child's mother had once been attacked by a dog. The child saw the attack and was afraid of all animals. It took time and patience to recondition the child.

GENERAL CONCLUSION.—Children, even in the city, may have an opportunity for rich experiences in animal study. It is the teachers duty to provide the opportunity. She is a "guide" who brings the child into contact with the life existing in his environment. This is undoubtedly true in other nature fields.



THE PET HOUSE. NATURE GUIDE SCHOOL, HUDSON, OHIO

How Many Stories Are Repeated in the Primary Grades?

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DOROTHY GRADOLF

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HOW many repetitions of the same story shall be tolerated by the average primary child? How many repetitions of the same theme, if not the exact title, shall he endure during the brief space of his first grade experience? We have long heard the complaint that many of the stories made so familiar in kindergarten lose in value when presented in the primer stage as the child is too well acquainted with the theme to find a challenging attack necessary. Others have maintained that familiarity with the story has been an incentive for reading. Regardless of the opinions on this topic, many first grade teachers will testify that children lose in interest when there is continued repetition of an all too familiar story. Evidence is offered by a wide-awake six-year-old child in the first grade who, upon examining a new primer, exclaimed, "Another 'Little Red Hen' Story!" It was not an expression of pleasure, judging from the tone of his voice, nor did his attitude change as he made a complete survey of the book and found several other stories with which he was familiar. The repetition of this incident, not once but many times, has lead to the present investigation.

The main purpose of this study has been to ascertain by examination and careful tabulation the amount of duplication of stories found in pre-primers, primers, and first readers. A secondary consideration was the discovery of the degree of increase in the vocabularies of the same pre-primers, primers and first readers.

Twenty-nine first grade reading books—

pre-primers, primers and first readers—were examined and checked for duplication of stories according to the following method: First, the title of the story was disregarded in many instances, and the theme underlying the story was used as the basis in checking. The theme was then given one of the titles under which it had first appeared. The following is the list of books in which duplication was noted:

1. "The Fun Book"—La Rue. The Macmillan Co., N. Y., 1923.
2. "Everyday Classics, Primer"—Dunn, Baker, Thorndike. The Macmillan Co., N. Y., 1922.
3. "Reading Literature-Primer"—Free, Treadwell. Row-Peterson Co., N. Y., 1918.
4. "The Winston Pre-Primer—Work and Play"—Maltby. J. C. Winston Co., Philadelphia, 1923.
5. "The Winston Readers-Primer"—Firman, Maltby. J. C. Winston Co., Philadelphia, 1923.
6. "Studies in Reading-Primer"—Searson, Martin, Tinley. University Publishing Co., N. Y., 1918, 1920, 1923.
7. "The Progressive Road to Reading-Story Steps"—Kleiser, Ettinger, Shimer. Silver, Burdett Co., New York, 1917.
8. "Bobbs-Merrill Reader-Primer"—Baker and Baker. Bobbs, Merrill Co., Indianapolis, 1923.
9. "Story Hour Readers Revised-Primer"—Coe, Dillon. American Book Co., Cincinnati, 1923.
10. "Under the Story Tree"—La Rue. Macmillan Co., New York, 1923.
11. "Everyday Classics First Reader"—Dunn, Baker, Thorndike. Macmillan Co., New York, 1922.
12. "Reading-Literature-First Reader"—Treadwell, Free. Row, Peterson Co., New York, 1911.
13. "The Merrill Readers-First Reader"—Dyer, Brady. Chas. E. Merrill Co., New York, 1918.
14. "The Winston Readers-First Reader"—Firman, Maltby. J. C. Winston Co., Philadelphia, 1918.
15. "The Progressive Road to Reading-Book 1"—Burchill, Ettinger Shimer. Silver, Burdett Co., New York, 1909-1920.
16. "The Boys' and Girls' Readers-First Reader"—Bolenius. Houghton Mifflin Co., N. Y., 1923.
17. "Studies in Reading-First Grade"—Searson, Martin, Tinley. University Publishing Co., New York, 1918, 1920, 1923.
18. "Story Hour Readers-Book One"—Coe, Christie. American Book Co., Cincinnati, 1913.

It will be noted that the books in which duplication occurred were published between the years 1910 and 1923. In the following list, in which there was no

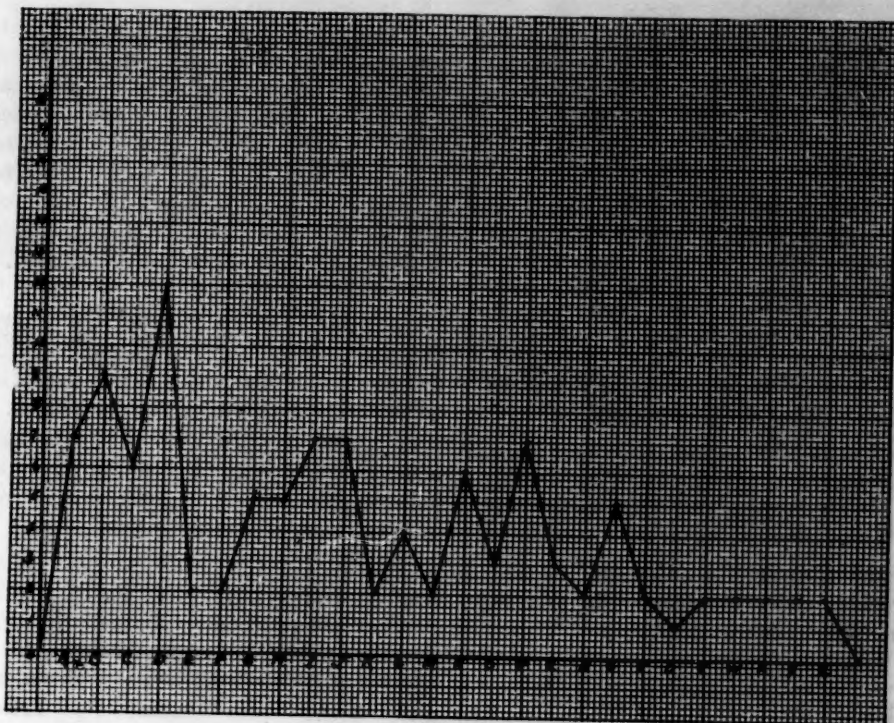


FIGURE I

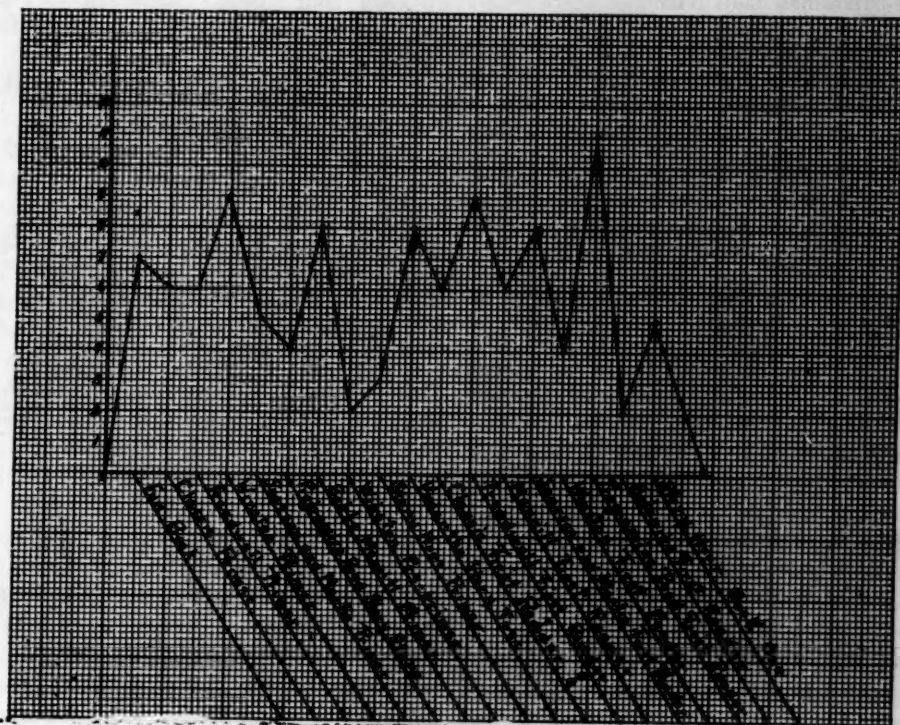


FIGURE II

noticeable degree of duplication, the books, with but three exceptions, were of more recent publication date and might therefore reflect the amount of improvement which has gone into text book construction.

1. "The Field Martin Primer"—Field, Martin. Ginn and Co., New York, 1925.
2. "The Little Book"—Hardy. Wheeler Publishing Co., Chicago, 1927.
4. "The Book of Pets"—Zirbes and Keilher. Keystone View Co., Meadville, Pa., 1928.
5. "Friends"—Pennell and Cusack. Ginn & Co., Boston, 1929.
6. "Surprise Stories"—Hardy. Wheeler Publishing Co., Chicago, 1926.
7. "The Boys' and Girls' Reader-Primer"—Bolenius Houghton, Mifflin Co., N. Y., 1918, 1920, 1923.
8. "The Riverside Readers-Primer"—Van Sickle, Seegmiller, Jenkins. Houghton Mifflin Co., N. Y., 1911.
9. "The Happy Children Readers—Book I"—Pennell and Cusack. Ginn and Co., New York, 1923.
10. "The Silent Reading Hour—First Reader"—Buswell, Wheeler. Wheeler Publishing Co., Chicago, 1923.
11. "The Study Readers' First Year—Walker and Sammy. Chas. E. Merrill Co., Chicago, 1923.

Themes found in duplication are listed under given titles, together with the letters assigned as found in Figure I.

- A—"The Little Red Hen."
- B—"The Gingerbread Boy."
- C—"The Old Woman and the Pig."
- D—"The Boy and the Goat."
- E—"Lambkin."
- F—"Mother Goose Rhymes."
- G—"Three Billy Goats Gruff."
- H—"The Three Bears."
- I—"Mouse's Tail."
- J—"The Three Pigs."
- K—"Tar Baby."
- L—"Goose-Goose and Pig-Pig."
- M—"Little Tin Train."
- N—"Singing to the King."
- O—"The Wee Woman."
- P—"Henny Penny."
- Q—"Funny Little Pig."
- R—"The House that Jack Built."
- S—"The Three Little Kittens."
- T—"The Fine Dinner."
- U—"The Bremen Band."
- V—"Little Hail Chick."
- W—"Little Topknot."
- X—"Trading Babies."
- Z—"The Country Mouse and the City Mouse."

In order to simplify the making of the graph, the stories were given a letter, which is found on the horizontal line of Figure I. On the vertical line of the Figure I are numbers which represent the number of times these stories were duplicated. An example or two will show just what Figure I means. "A" represents the theme of "The Little Red Hen," which appeared in seven books. "B" represents "The Gingerbread Boy" and appeared in nine of the twenty-nine books examined. "D" represents "The Boy and the Goat" and was found in twelve different books.

Figure II shows the number of stories in each book which are duplicated in other books. The vertical line represents the number of times the story was duplicated, while on the horizontal lines are the names of books in which duplication was noted.

Some books were original in their choice of stories, while some repeated the same ones that many other authors used. So, by examining Figure II, we find "The Fun Book" has seven stories that are not original, or seven that other books used. "The Classic Primer" shows a use of six stories likewise appearing in others. Going along the line towards the end we find "Progressive Roads First Reader" contains eleven stories that are found in other books.

Figure III shows the number of times the story was repeated within the same book. Not only do we find stories appearing in many different books, but some stories are repeated several times within one book. For example, "Treadwell Primer" has one story or theme which appears four times. "Searson and Martin," a primer, repeats the same theme twice.

The degree in which the vocabularies increased in the following books is illustrated in Figure IV. On the vertical line we find numbers increasing by tenths, which represents the average number of new words on a page. The names of the books appear on the horizontal lines.

Figure IV designates the average number of new words on each page of the different books examined. "The Bolenius Primer" used an average of three new words on every page. "The Fun Book" gave to the readers four new words on a page. "The Classic Primer" averaged two and seven-tenths new words to a page.

It was found in counting the vocabularies of these books that those of more recent publication take into consideration that the choice of words should be well within the experiences of the child and which depict life-like situations. Authors of eight books published after Thorndike's

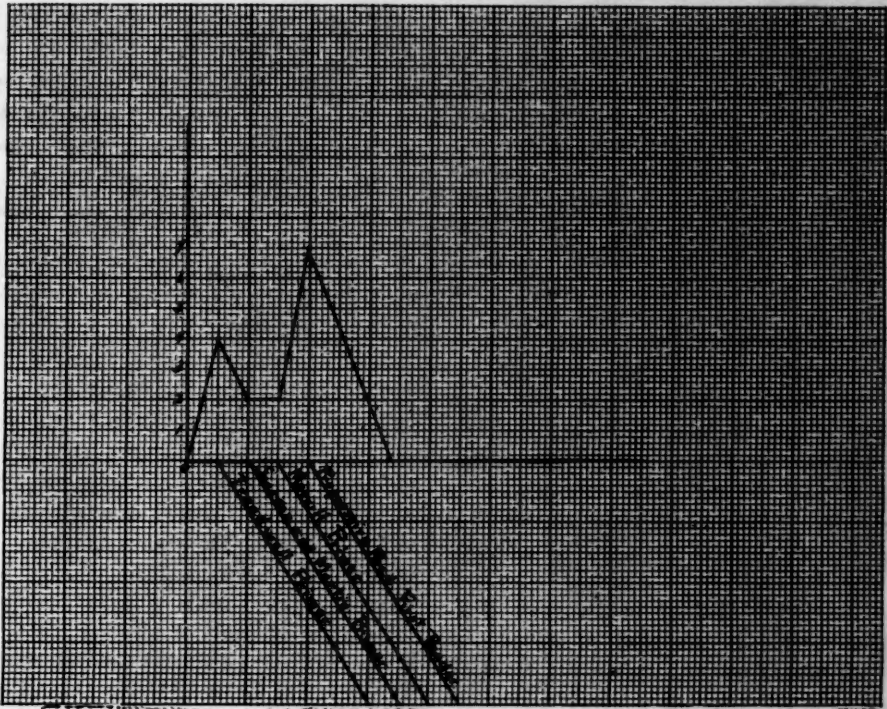


FIGURE III

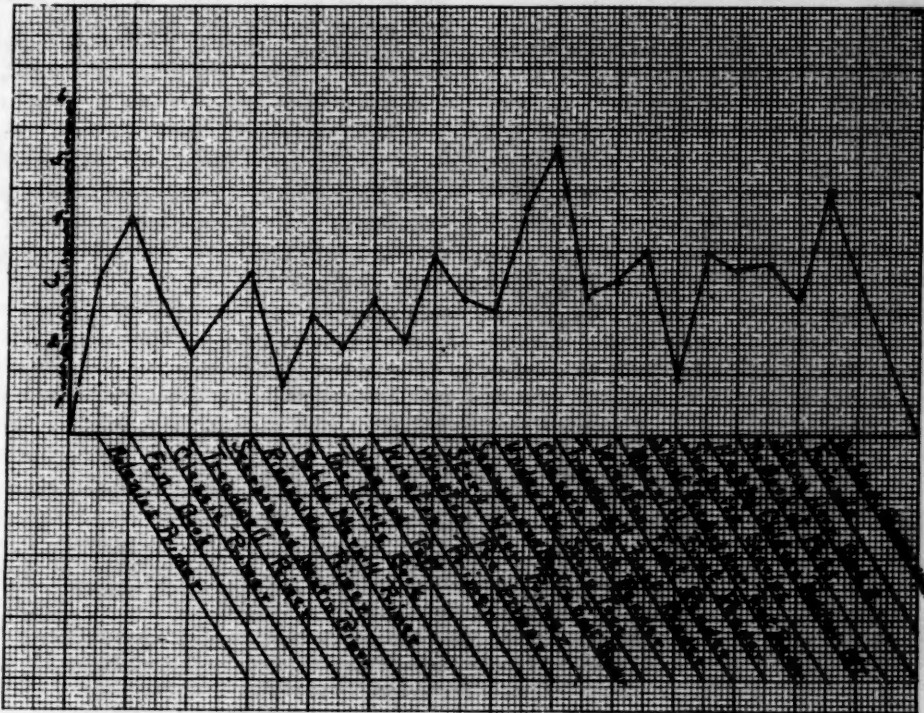


FIGURE IV

"Teachers' Word Book" appeared in 1921 admit using it as a guide in selecting their vocabularies. The number of new words per page varies, but the average shows that 2.8 new words per page appeared, which is probably an acceptable number.

From the evidence submitted, it is evident that a change is needed in the reading materials of the first grade. Repetition of words is necessary in order that the child will grasp more easily the reading vocabulary, but this repetition need not be carried as far as the theme of the story. Children welcome variety of experience which is always a challenge to their interest and attention. Especially do they like stories which recount the experiences of other children, identifying themselves with these incidents or reliving some of their own.

The following list of books very definitely subscribe to material in which the child might reasonably expect to identify himself; the situations are life-like and the activities normal for this age group of children:

1. "The Silent Reading Hour"—Buswell and Wheeler. Wheeler Publishing Co., 1923.

2. "Searson and Martin"—Primer—University Publishing Co., New York.
3. "The Field Martin Primer"—Ginn and Co., New York, 1923.
4. "The Little Book"—Hardy-Wheeler Publishing Co., Chicago, 1923.
5. "Wag and Puff"—Hardy. Wheeler Publishing Co., Chicago, 1926.
6. "Surprise Stories"—Hardy. Wheeler Publishing Co., Chicago, 1926.
7. "The Happy Children Readers" Book 1—Pennell and Cusack. Ginn and Co., New York, 1923.
8. "Silent Reading Hour"—First Reader—Buswell and Wheeler. Wheeler Publishing Co., Chicago, 1923.
9. "The Book of Pets"—Zirbes and Keilher. Keystone View Co., Meadville, Pa., 1923.
10. "Friends"—Primer. Pennell and Cusack. Ginn & Co., Boston, 1929.
11. "The Study Readers"—First Year—Walker and Summy.

This report holds no brief for any particular book or set of books. The research was undertaken in as objective a manner as possible, all stories were carefully recorded and all words carefully tabulated and checked. The main purpose of the writers has been to show clearly and impartially that there is great overlapping of theme if not of actual title in too many of our primary reading materials. The writers believe that material should be substituted which more nearly meets the needs and interests of little children and comes within the range of their normal activities.

THE WIND

Be very polite to the wind, my child,
For the Wind's a fellow both wise and wild.
A tramp, he travels from town to town
With his bag of tricks like a circus clown.
The chimney pots are his pipes to play,
The sails his dancing partners gay—
He leads them out and away from shore,
Over the sea's blue, polished floor.

He never rests; he never tires;
He blows on grass blades and gilded spires,
On tasseled corn and fields of wheat,
And the skirts of the farmer's wife so neat.
If you chance to meet him, always say,
"Wind, are you feeling well today?"
And be sure to lift your cap from your head
Or the wind may do it himself, instead.

From: *Trees and Toadstools*,

Rachel Field

Time Savers in Record Keeping

LUCILLE F. EZEKIEL

Research Associate, Washington Child Research Center, Washington, D. C.

THE diary record no longer holds the important position of being the one way to learn about the behavior of children. During the last few years other methods of collecting data have developed. Diary records are of value as a way of acquainting students with the behavior of children, but the short-comings of this method must also be recognized. The endless material collected is meaningless in its unorganized form. Instead of collecting a mass of material in the hope that something significant will occur, research workers are finding that much more significant results may be obtained by confining observations to a clearly defined and restricted problem. Short-cut but adequate methods have been developed in this connection which simplify the mechanical details of taking the records and of tabulating and analyzing the results.

In spite of the advance which has been made, few of the details of the new methods have been published. The simple time saving steps which would help other workers are left unsaid. It is the purpose of this article to describe two forms which have been developed and which have proved satisfactory, in the hope that it will help others to set up future problems.

The research problem undertaken was a study of the activities of children in a nursery school during thirty minutes of their play period. The observations were to determine whether the children playing alone, wandering around, watching others, or gaining attention. The form developed for recording the observations is a ruled sheet with a column for each observed activity. The child's name, the date and the time of day are written

across the top of the sheet. Down the left side of the sheet are numbers from zero through thirty, designating one-minute intervals. The observer needs only to check in the proper space the activity of the child and to draw a line under the time that it occurs. New activities can be checked easily and the time they occur underlined. Thus, all the observer needs to do is to watch Jimmie, and put the checks and lines in the proper spaces. The total distances between checks in each column is Jimmie's span of interest in a given activity for the observed period. By having the problem clearly defined so that only material immediately related to it is collected, the minimum amount of writing is required. This avoids the hours of time usually spent in classifying and eliminating material after it is collected.

Table I gives a graphic picture of this method of recording data. Its simplicity and clarity make the collection of data an objective matter. The observer can be trained readily in using it when he understands the classifications.

Occasionally an observer may have difficulty in deciding on the classification of a child's activity. However, classifications are more accurate if made quickly than if left for some future time. For example, he can decide better that the child is playing some imaginative game rather than wandering around, if he reaches a decision immediately. Long diary notes do not always allow an observer to recall the details of the activity accurately; he may have forgotten the facial expression or the carriage of a child.

This method of recording material is useful in other observations of children where the problem is accurately defined.

Thus, it has also been used in a study of the responses of children to music conducted at the Washington Child Research Center by Heinig and Van Boskirk. Cross section paper clipped to cardboard is being used for the music observations. The items to be observed are written on the cardboard, thus saving duplication of the headings on each sheet of record paper. As the children are confined to three adjoining playrooms during the music period, it is possible for one observer to watch two, three or four children at one time. It was possible to watch only one or two children in the writer's study of play where the children played in a large yard and often no two children played in close proximity. By this method of recording it is possible to objectively determine the activities of two or more children if the children play in a limited area.

A somewhat different type of record was needed in another phase of this study of play. It was necessary to measure

qualitatively the specific methods a child habitually used to respond to certain situations. These records were filled out by each nursery school worker for a number of successive days, so great quantities of records had to be prepared and handled. This difficulty was met by having one set of questions thruout the period of the investigation. These questions were mounted on a cardboard, and separate strips of paper were attached—one for each child to be observed. Each strip had the name of the child, the date, and the observer's name at the top and each strip was numbered to correspond with the number of the questions on the mounted record.

It was a simple matter to collect the strips each day and to add fresh ones for the next day's recordings. A further advantage was in filing the accumulated material. A week's record on sixteen children from four workers was held easily in one large envelope.

(Continued on page 408)

REACTIONS DURING PLAY IN A GROUP

	Name
	Date
	Filled in by:
How does he spend most of his time: (check one)	
Sitting or wandering around.....	1.
Following an adult.....	2.
Playing alone.....	3.
Playing with one child.....	4.
Playing with a group.....	5.
When a child wants the toy he is playing with does he usually: (check one)	
Give it willingly.....	6.
Cry.....	7.
Appeal to an adult.....	8.
Show defense reactions.....	9.
Reason with the child.....	10.
When he wants the toy another child has, does he: (check one)	
Ask for it.....	11.
Appeal to an adult.....	12.
Use physical force.....	13.
Does he dominate the play of one child: (check)	
Yes.....	14.
No.....	15.
Does he dominate the play of a group: (check)	
Yes.....	16.
No.....	17.
Does he attract attention by: check (one or more)	
Initiating conversation with adults.....	18.
Initiating conversation with children.....	19.
Showing off.....	20.
Crying.....	21.
Interfering with others.....	22.

Footnote: The slips for checking are attached in this way.

QUANTITATIVE RECORD OF PLAY

TABLE I

Name of child—Bobbie. Date, Dec. 17, 1929. Time—10:00 to 10:30. Recorded by Ezekiel.

Time in minutes	Playing:—				Not playing:—		Activity
	Alone	One child	Group	Guided by Adult	Wandering around, sitting, watching	Gaining attention	
0	✓						Wagon
1							
2						✓	Tried to force A* from tricycle.
3	✓						Hugged M., Knocked her down
4							
5		✓A					Riding tricycles
6	✓						
7	✓					✓	Tried to take wagon from P.
8							
9						✓	Acting silly—falling on A, throwing sand, took her hat Sandpile
10							
11			✓				
12							
13							
14							
15							
16							
17			✓			✓	Pushed J. Poked J.
18							
19							
20						✓	Talked to adults
21					✓		
22							
23						✓	Talked to A
24	✓						
25							
26							
27					✓		
28	✓						
29							
30							
Total Time	13	¼	8½		3	5	= 30 min. Total

* Children's names are indicated by letters.

A minute interval is represented by the lines down the left-hand side of the paper. When an activity begins the recorder draws a line under the nearest ¼ minute and checks the activity in its proper column.

The end of that activity is indicated by the line under the time and the check for the next activity.

The distance between the checks is the span of interest in that activity and the summation of these distances is the number of minutes spent in that interest during the observed period.

Modern Classics for Young Children

By CLARA A. FORD

Manager, Book Section for Boys and Girls, The Korner & Wood Co., Cleveland, Ohio

SINCE the founding of Children's Book Week as a national institution, some ten years ago, interest in juvenile literature has advanced by leaps and bounds. Parents no longer know little and



HITTY

care less about the books their children read; they realize that the books which go to make up a child's library must have a lasting value and that they may be entertaining as well as informative. The ownership of good books is emphasized everywhere in the public libraries, schools, by the scout organizations, parent-teacher and women's clubs, by every one fundamentally interested in the welfare of children.

The effects of this stress and emphasis is very keenly felt in the bookshop, but there is still a problem. Customers have very definite ideas about the selection of classics, but it is very difficult to convince them that among the recent books there are any that measure up to the older ones, particularly for small children. Once convinced, it is still more difficult to keep them supplied because of the seasonal publication.

From the flood of children's books published the last two or three years, selection of "modern classics" for small children should be very easy. Books with very little text and many pictures are most satis-

factory for the pre-school age. "A Monkey Tale", by Hamilton Williams, illustrated by Berta and Elmer Hader, (Doubleday-Doran: 75c) is the story of Jocko, a little monkey who lives in the jungle and whose undue curiosity about the crocodile and the zick-zack bird nearly get him into trouble. Both the colored reproductions and the black and white are very clear cut and effective in giving Jocko and his adventures a touch of realism.

Quite different is "The Runaway Sardine" told and pictured by Emma L. Broek, (Knopf: \$2.00). This is a tale about Zacharie, a sardine, who lives a captive in a tub of water in a small Breton village, but who yearns for freedom and a whiff of the sea. So he goes flapping through the book in a series of ridiculous and impossible adventures in search of freedom. Another of the books told and pictured by the same person, but which has a bit more text is "Millions of Cats",



SPIN, TOP, SPIN

by Wanda Gag (Coward-McCann: \$1.50). This tale of the very old man who goes in search of one cat and finds "Hundreds of cats, Thousands of cars, Millions and billions and trillions of cats", has the same

folk lore qualities which have kept "Peter Rabbit" and "Little Black Sambo" alive. Simplicity, repetition, and the final triumph of the homely little cat developing into the most beautiful cat in the world are enough to keep children fascinated without the inimitable pictures.

A book totally different is one imported from Germany: "Spin Top Spin" verses by Karl Hobreker, pictures by Elsa Eisgruber (Macmillan: \$3.00). The verses, to have been written by a man who has one of the most extensive collections of children's books and who has made a study of them, are rather disappointing, but the pictures are more than compensation. The fat little boys and girls at play are most beautifully executed in delicate pastel colors. The children have equally as much charm and distinction as Boutet de Monvel's little French children, although they are not quite as typical.

For the children of school age "An Aviator" and "A Head of Police" by Evelyn Hood, (Doubleday-Doran: 75c) are a decided departure from the "I see a cat" primers. Lindbergh as the hero of one, and Roosevelt the other, serve to create an interest in biography in the very young child.

The latest addition, The Happy Hour

Books, six industrial stories "The Fireman," "The Engineer," "The Policeman," "The Postman," "The Delivery Man," "The Motorman" are written by

Charlotte Kuh and illustrated by Kurt Weise (Macmillan: 50c). The titles in themselves are indicative of the contents and are enough to excite interest. Mrs. Kuh has been influenced in her selection of industries both by her teaching experience and the interest

of her own children.

"Miki" by Maud and Miska Petersham (Doubleday-Doran: \$2.00) is another of the informative books garnished with the most delightful pictures. Miki after being transported by train and boat to Hungary, discovers that it is really a country instead of a spot on the globe. He learns, through some happy adventures, a great deal about the country, the customs of the people and the differences in living.

Another of the educational books is "Little Blacknose" by Hildegard Hoyt Swift, illustrated by Lynd Ward, (Harcourt, Brace: \$2.00). It is the tendency of most children to

consider things historical as myths. This story of DeWitt Clinton's engine makes a bit of colorful history very real. The fact that the engine may be seen in the Grand Central, adds to the realism of the story.

MILLIONS OF CATS



HITTY



A MONKEY TALE

Perhaps the greatest contribution to children's literature for some time past is "Hitty" by Rachel Field, illustrated by Dorothy Lathrop (Macmillan: \$2.50). Hitty needs no introduction, but the fact that her adventures are of interest to small children may need some emphasis. The episodic style in which it is written makes it ideal for reading aloud.

The charm of real poetry, not just the rhythm and jingle of "Mother Goose", cannot be introduced to children too early. A most ideal anthology for this purpose is "Silver Pennies" edited by Blanche Thompson, illustrated by Winifred Bromhall (Macmillan: \$1.00). The selection of authors is quite comprehensive, and the few lines of question or explanation at the

beginning of each poem serve to excite a child's interest.

Just how many of these "modern classics" will live is a question, but for the present they are quite worthwhile. Popular demand is created by wanting to pass on to another something which you have enjoyed; in that case children who are loving these books now will want them later for their children. So, we are hoping some of the present day books will be kept living indefinitely.



MIKI

Building a Child's Library

By MARIAN CUTTER

President, Children's Bookshop, New York City

A BOOKSHOP, and especially a children's bookshop, should be above all else, a place of leisure where one is unhurried and free to browse and explore. If it is so arranged that one feels an allurements drawing one to the shelves to handle a favorite here on an old friend there, and if you are over twenty, so many associations will be renewed and new paths discovered that an hour or two will be gone before you are aware of it. If you are under twenty, or better yet anywhere from babyhood to fifteen years, the bookshop will offer you three definite kinds of books and if you are wise you will take

advantage of all of them.

There will be the books of information which will answer your questions like the Champlin Encyclopedias of "Common Things," of "Persons and Places", or "Literature and Art", or there will be the "Wonder Book of Knowledge", histories of the world, the heroes of aviation, the story of "How Music Grew" or even a little book of patterns showing How to Dress a Doll. And for those who are very young, information can be found even in picture books, which reminds me of Boyd Smith's "Chicken World" in which the whole life of a chicken includ-

ing his economic end is pictured page after page, with touches of humor here and there which keep it quite within the understanding of children under five. Then for those who are just old enough to comprehend that this earth may be round, there is the companionable little volume of "Ludo, the Little Green Duck" which will take its young reader on an amusing journey from Brittany eastward across all the continents and back to the barnyard in Brittany again. There is an increasing demand for this type of book and the bookshop delights in helping to select them, believing as it does that in this day of intelligent parenthood, mothers and fathers will know how to build on such acquiring of facts a knowledge which will ripen cultural appreciations.

It is to be hoped, however, that it will not be for the learning of facts alone, desirable though that may be, that the bookshop will be used, for after all this world in which we live is so engrossed in industry and finance that the need not only of cultural enjoyment but for imagination and the spirit of adventure as well grows stronger with each generation. The bookshop holds a host of stories of experience and adventure beginning with "Little Black Sambo" and his escapes from the tigers which he so ingeniously outwits, or the more recent experience of Mary, created by William Nicholson, who discovers the "Pirate Twins" one evening on the seashore; and including a large group of fanciful stories, such as Frank Stockton's "Queen's Museum" or Charles Dickens' "Magic Fishbone" or Anatole France's "Honey Bee", and other fairy tales well worth reading if less renowned; thus on to the innumerable stories for children from ten to fourteen dealing with school life, sports, the sea, hidden treasure, scouting, girls' adventures, etc., which are invaluable in widening the sphere of experience, which is all too limited in an age when schools, homework, exercise, music and dentists alike crowd the hours of a child's day and leave com-

paratively little time for pure recreation. How different it was a generation or two ago when lads were free to wander down to the wharves and hear at first hand tales of wonder and excitement.

There is a ratio, I think, between the good to be gotten from the reading of this lighter form of fiction and the amount of experience a child has assimilated. I should like for a moment to carry this ratio down to as simple and hackneyed a matter as Mother Goose. If the baby has learned not only word sounds but their meaning before he is given the Mother Goose Rhymes, he is likely to ask why the old woman was tossed up in a basket and many other equally baffling questions, and he loses the rhythm, word sound and nonsense which would be helpful to another child just beginning to acquire a vocabulary. Similarly when it comes to fairy tales, some children are able to apply many of the situations presented to their own environment and to enjoy their absurdities, grotesqueness, and unreality. There may be here and there a literal-minded child whose imagination is inactive and who does not enjoy fairy tales and sometimes they are withheld because of oversensitiveness in the child, but it would seem as if the latter at least were a stile, if not a stumbling block, over which to help a child to climb, rather than one to be avoided. Not infrequently, children are limited because the parents, in their eagerness that their children read only the best, eliminate all reading which is not informational or literary and thereby deprive them of those adventures in the make-believe world which are the rightful part of childhood.

Again applying this matter of ratio to the stories about other boys and girls for which so many young readers clamor, I believe that a boy or girl fortunate enough to have visited Alaska, India or Peru will not be found reading the Rover Boys in the Desert, or even the better grade of pirate and sea stories of adventure with the same assiduity as a lad brought up in

a Long Island home and a New England boarding school. If a girl scout is devouring girl scout stories it may be only one phase of her eagerness to complete her scouting experience. She may be doing it very thoroughly and it is probable that in a few months a new interest will come to claim her attention.

When it comes to the reading and enjoyment of the folklore of all nations, the great epics of all nations, and other great pieces of literature, I believe that where enjoyment in them is shared by the parents they never fail to please. I use the word "share" literally for encouragement and persuasion may have quite a different effect on the immature mind as does also the reading of such literature at too early an age. I wish that the intimacy of the reading which occurs between the parents and the child in the early years might be extended, because there is a tendency to

crowd into these early years much reading that might better wait, so that the greatest gain might come to the child through reading the important books when his understanding is a little more mature.

The bookshop with its varied activities gives so much pleasure to those of us who are in it that I often wish I might share with the parents the privilege and delight of selecting books for the children, because after all we are handicapped in having only a casual acquaintance with the child, while the parent has that intimate understanding and friendship which makes the choosing of the books easier and more satisfactory. On the other hand, those of us who are librarians or who have specialized in a knowledge of children's books have a wider acquaintance with what is between the covers of the books. It would seem as if the two together would make the ideal combination for building a child's library.

TIME SAVERS IN RECORD KEEPING

(Continued from page 402)

Another practical advantage of the strips was the convenience of studying them. A week's record for a child could be seen at a glance. The records of various observers and the changes of a child's reactions during the period of study could be seen quickly. This eliminated that irksome job of tabulating material in order to do away with all the excess paper surrounding the few notations on each questionnaire sheet. Different combinations of the paper strips could be spread out for study without the time consuming job of copying figures in order to see possible relationships in the data.

By starting with a clearly defined problem, the research worker can collect that information which is pertinent and avoid having to weed out a mass of irrelevant facts after the material is collected. By the use of short-cuts, such as the "check system" of recording quantitative data, and the "strip system" for collecting qualitative data, the time necessary for the collection and tabulation of the data can be simplified and reduced. If the routine of a research worker is simplified he can have more time to collect an adequate sample and more time to analyze his material.

Procedure and Results of Work in 1-B Transition Rooms

JOSEPHINE O'HAGEN

Kindergarten-Primary Supervisor, Huntington Park, California



FEELING the need for a differentiated course of study for mentally immature children in the beginning first grade, transition 1-B classes were started in our schools in the Fall of 1928. By means of teacher judgment, plus the results of the Detroit First Grade Test, children were selected for these groups, which comprised about one-third of the total number of beginning first grade children. In the larger schools there were enough of these children to put them into a room by themselves, while in smaller schools, they constituted a group within the room. From the teacher's standpoint, as well as the child's, the former arrangement is the more satisfactory one.

The plan for the transition groups was to give these children a wealth of experiences; much oral expression to develop not only a good speaking vocabulary, but the ability to get ideas across to others;

muscular development and coordination; much opportunity for social adjustments, concentration, keener powers of observation and discrimination, and the classifying and association of objects and ideas.

Some will state that all of this should have been done in the kindergarten. In most of our kindergartens, the groups are very large and the immature children often do not get the individual attention they need. In many cases the child just needs more of the same kind of training the kindergarten gives, but because parents insist upon their children entering first grade as soon as the State law permits, which is 5 years, 9 months, advanced kindergarten work needs to be provided.

In rooms where the children all belong in the transition group, the daily program usually provides for one hour work period, an evaluation period of about twenty minutes, in which the work is discussed

informally and plans made for the next day's work time, some time for dramatic play, orchestra and rhythms, a physical education period required by State law, singing and music appreciation, literature appreciation and very informal blackboard writing. The industrial and fine arts and concrete arithmetical experiences come in as they function normally in the work period mainly. There are large painting easels in all primary rooms where the child may go at any time of day to paint, when he feels the need of expressing himself in this way.

Where the transition group is a part of a regular 1-B grade, the daily program is quite similar, excepting that while one group is reading the transition group is encouraged to use that time for drawing, painting, clay modeling, or to make scrap-books with a definite classification of pictures in mind. Later on, labels are printed under these pictures or the children may write the label in the books themselves, as they gain sufficient skill. During the time that would normally be the transition group's reading time, the teacher works with this group alone in picture interpretation, working of puzzles, sense training games, or additional oral expression.

The teachers of our 1-B grades are all working toward an activity program and centers of interest are determined by what seems the interests of the various groups. One group, which contained several children who needed to drink milk to build up weight, took the study of milk and the creamery. A trip to a creamery stimulated much interest and one of the results of the work period was a milk wagon and horse. Needless to say, much more milk was consumed and with greater enjoyment.

Another group was interested in a circus for they had seen a circus just before the opening of school. A large tent was made with gay banners for decoration. Animal heads of wrapping paper were made to go over their own heads and in this way the circus animals were supplied. Clown costumes appeared and many

antics and stunts were developed. Real lemonade was made and purchased with toy money. The climax was a circus performance that was put on in the auditorium for the other primary grades. When the reading was started, it was naturally about the animals and the various phases of a circus.

Still another group made a train. Then the station, waiting-room and ticket office naturally followed. A great deal of experimenting, planning, and analyzing went into the construction of the engine and oil car (the engines are oil burning in California). Then the cars were built so the engine would have something to pull. The ticket office necessitated the making of money, tickets, and the naming of stations to which the tickets were to be sold. Playing with the train and station has been excellent for the development of social adjustment and many problems had to be worked out by the group so all could play harmoniously.

Houses are always fascinating to children, and two have been developed. One group constructed a large two room house of wood, and constructed the furniture which had to stand the test of usability. The latest equipment is a radio with real tubes and an aerial on top of the house. The group which constructed this house contained several children, who were very nervous and utterly lacking in self confidence at the beginning of the year, and now their poise and assurance is a joy to see. The accuracy and skill which these children now show in measuring is astonishing, as is also their skill in handling tools.

The other house was an apartment of three rooms, made with celotex. A most modernistic design has been painted as a door frame. Of course there is a doorbell and mail box on the outside, and the interior is furnished with the most up-to-date furniture.

A moving picture show was worked out by a mixed class of transition and regular 1-B children; and doll furniture was

made by another group. The daily experiences formed a basis of material for reading for those in the reading groups, and time for additional discussion was



AN OIL-BURNING ENGINE

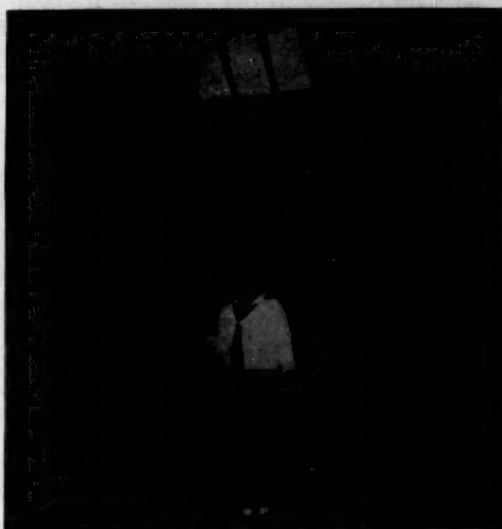
given the non-reading groups. Care was taken not to make these activities a mere surface thing, but to go more deeply and work consciously toward a social, emotional, physical, and mental development for every child.

During the semester, a Pintner-Cunningham test is given to the transition groups as a check against the first test and as a measure of the development made during the first part of the term. The children who at this time are found to be ready for reading are then started in the reading of labels for pictures and objects, matching words, action words and phrases, and then on into the chart reading.

At the end of the term promotion is not based upon reading ability, but upon whether or not the child is making sufficient progress in general development to lead us to believe that by the end of the school year, he can come up to the standard of a slow 1-A group. If the child is still very immature, his report card shows that he is entitled to enter Group 2, which to him is a promotion and takes away any feeling of failure, but on the teacher's register he is still a 1-B child. At present it has seemed best to give a little reading to the Group 2 children, even though they have not reached a

mental age of six, but in some cases, it has been necessary to drop any attempt of presenting reading.

The results of one and a half years experience with transition groups have been most gratifying. The most noticeable thing is the vivaciousness of the children and the expressions of joy on their faces, which have replaced that dazed, dull look and inactivity that was so characteristic formerly. At the end of the second school month, the improvement in oral expression and organization of ideals was truly phenomenal, and there was a marked improvement in emotional stability and social adjustment. The concentration shown and ability to follow directions during the giving of the Pintner-Cunningham test was so improved that one could scarcely believe they were the same children who took the Detroit First Grade test. When the reading is started, there is such a "readiness" for it and a such a genuine desire on the child's part, that it is a joy rather than hard work. Second



A CELOTEX HOUSE

grade teachers are having much less difficulty in maintaining an interest in reading, than formerly.

According to our records, after a year

of school work, on a basis of actual achievement, 10% of the transition group are placed in a regular fast group, 30% are placed in a regular medium group, 30% are placed in the slow moving group, without repeating, and the remaining 30% have to spend one and one-half years in the first grade.

Thus it may be seen that children are not retarded in their school progress because reading is withheld for a time and that a child is not always "doomed" to a slow moving group, just because he started in one.

Our records also show a higher standard of achievement in reading in the 2-B grade this year, than there was two years ago, with no change in the general mental abilities of the groups compared and with few changes in the teachers of these groups. It is my personal opinion that the reading done by children who are ready for reading is so much more meaningful that the quality and quantity are greatly increased. Also, I am sure that the emotional strain is greatly lessened.

There are several difficulties in the way of establishing transition 1-B classes. The first one is opposition from parents. Considerable missionary work needs to be done in P. T. A. meetings and individual conferences to convince parents that there are other things in child development of far more importance to 1-B children than the ability to do a little reading. It has also seemed best to withhold from par-

ents the classification of children into slow, medium, and fast moving groups and to consider each group as a normal 1-B group, for each is normal for the development that has been made at that stage. Later, parents will know that reading is being withheld from some children and the teacher tries to show the parent what the child needs before he is ready for reading and assure her that her child will not necessarily have to repeat the 1-B grade just because he is not having reading.

Another difficulty is to find teachers who really have an understanding of and sympathy for this special work. Teachers who have had first grade teaching experience and some kindergarten training seem to be especially good for this work. It also goes without saying that one must have the cooperation of the superintendent and principals.

One thing that has been a help in our own situation is the fact that the manual that accompanies the new State Series readers, adopted this past year, advises the withholding of reading until a mental age of six has been reached, and gives many valuable suggestions for reading preparation.

That the transition 1-B plan of procedure is sound in principle and a success in practice, I am thoroughly convinced and look for even better results in the future.

CITY RAIN

Rain in the city!

I love to see it fall

Slantwise where the buildings crowd

Red brick and all.

Streets of shiny wetness

Where the taxis go,

With people and umbrellas all

Bobbing to and fro.

Rain in the city!

I love to hear it drip

When I am cozy in my room

Snug as any ship,

With toys spread on the table,

With a picture book or two,

And the rain like a rumbling
tune that sings

Through everything I do.

From: Trees and Toadstools,
Rachel Field

White House Conference on Child Health and Protection

Two Committees of Interest to Readers of Childhood Education

Section III. Education and Training

F. J. KELLEY, PH.D., *Chairman*

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Ruth Andrus, Ph.D., Director, Child Development and Parental Education, State Department of Education, Albany, N. Y.

Lita Bane, Home Economics Editor, *Ladies' Home Journal*, Curtis Publishing Company, Philadelphia, Pa.

Ernest W. Burgess, Ph.D., American Sociological Society, University of Chicago, Chicago, Ill.

Howard Childs Carpenter, M.D., Professor of Pediatrics, Post-Graduate School, University of Pennsylvania, 1805 Spruce St., Philadelphia, Pa.

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Elizabeth Fox (Representing Miss Goodrich), National Director, Public Health Nurs. Serv., American Red Cross, Washington, D. C.

Anne Goodrich, Professor and Dean, Yale School of Nursing, New Haven, Conn.

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Edna Noble White, Chairman, National Council on Parent Education; Director, Merrill-Palmer School, 71 Ferry Ave., East Detroit, Mich.

Sub-committee I—The Function of Home Activities in the Education of the Child: Dr. Burgess, Chairman; Miss White, Secretary; Dr. Carpenter, Dr. Andrus, Dr. Sherman, Dr. Howe, Dr. Justin, Dr. Richardson, Dr. Hughes, Dr. Molton, and Dr. Van Rensselaer.

Sub-committee II—Home Management and the Equipment: Dr. Van Rensselaer, Chairman; Miss Bane, Dr. Ford, and Miss Lane.

Sub-committee III—The Family and its Relationships: Dr. Groves, Chairman; Dr. Burgess, Dr. Van Rensselaer, Dr. Stevenson, Dr. Justin, Dr. Ford, Miss Bane, Mrs. Dummer, Dr. Sherman, and Miss Goodrich (Miss Box).

Sub-committee IV—State Programs of Parental Education: Dr. Andrus, Dr. Charters, and Dr. Stoltz.

Sub-committee V—Recommended Types and Content of Pre-Parental and Parental Education: Mrs. Gruenberg, Chairman; Dr. Charters, Dr. Hughes, Dr. McHale, Miss Thurston, Secretary; Dr. Moton, Dr. Richardson, and Miss White.

Sub-committee VI—Contributions of Special Organizations: Miss Judith Clark, Chairman, (Research Assistant to Dr. Stanley); Miss Goodrich, (Miss Fox); Mrs. Hillman, Mrs. Large, Mrs. Murray, and Mrs. Perkins.

Sub-section C—The School Child

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Joy Elmer Morgan, Editor *The Journal*, N. E. A., Washington, D. C.

Dr. Lydia Roberts, Department of Nutrition, University of Chicago, Chicago, Ill.

Dr. Wm. F. Snow, Pres., Natl. Health Council, 370 Seventh Avenue, New York City.

Prof. Percival Symonds, Teachers College, Columbia University, New York City.

Tenth Annual Conference of the Progressive Education Association

J. MILNOR DOREY

THE tenth annual conference of the Progressive Education Association, held April 3 to 5 at the Willard Hotel, was the most interesting and largest attended in the history of the association. The registration represented nearly every state in the Union, and some from abroad.

The convention opened Thursday morning, April 3, with registration and sight seeing. At 2 P. M. in the Wilson Normal School a series of interesting group discussions were held, with the following topics and leaders: "The Function of Drill," Margaret Voorhees, the Beaver Country Day School, leader; "The Education of the Progressive Teacher," Dr. W. Carson Ryan, Jr., Swarthmore College, leader; "College Entrance and the Secondary School," Wilford Aikin, the John Burroughs School, leader; "Should a Mental Hygienist be connected with the Staff of Every School?" Dr. Esther L. Richards, the Phipps Psychiatric Clinic, Johns Hopkins University, leader; "Music in the Progressive School," Emanuel Elstone, Director of the Conservatory for Progressive Music Education, leader; "How Can Spiritual Values Be Given Their Right Place in Schools?" Stanwood Cobb, the Chevy Chase Country School, leader.

At three P. M. the following topics were discussed: "In How Far Shall the Curriculum Be Based on Children's Interests and in How Far on Teachers' Judgment?" Katharine Taylor, Shady Hill School, leader; "Parents and the School," Florence Bamberger, Johns Hopkins University, leader; "The Junior College," George Boas, Johns Hopkins University, leader; "Democracy depends on Education; How Are the Schools Meeting the Situation?" Francis M. Froelicher, Editor of "Pro-

gressive Education," leader; "Educational Procedure in Camp Life," Laura B. Garrett, Director of the Housatonic Camp, leader.

The Community Drama Guild of Washington, which held its annual Drama Conference that week, conducted one of its sessions at the Wilson Normal School at 2 P. M., Thursday, April 3, on the topic, "How Can Dramatic Technique be Utilized in the Educational Process?" Sibyl Baker, of the Community Center Department, was the leader.

These group discussions were continued at the same hours on Friday, April 4, and summaries by the leaders were given before the entire conference at the Saturday, April 5, session, at 9 A. M.

At 4 P. M. Thursday, a tea and reception was given the visiting delegates at the Willard. Thursday evening at 8 o'clock the first general meeting was held, with the following subjects and speakers: "Address of Welcome," Dr. Frank W. Ballou, Superintendent of Schools, Washington; "What Is Needed in American Education," Robert S. Lynd, of the Social Research Council; "Creative Thinking," Eduard C. Lindemann, of the New York School for Social Research. Dr. Stanwood Cobb, President of the Progressive Education Association, presided.

Friday morning, April 4, was devoted to school visiting and points of interest. Friday evening at 7 o'clock occurred the annual banquet, with the following speakers: "Character as End and as Process," George A. Coe, Columbia University; "The New Type College," Dr. Hamilton Holt, President of Rollins College; "The Educational Mill," Dr. Ray Lyman Wilbur, the Secretary of the Interior.

THE LABORATORY SECTION

The Work Period

HELEN REYNOLDS

Kindergarten-Primary Supervisor, Seattle, Washington

A. THE TEACHER'S PART

1. The teacher familiarizes herself with the curriculum planned because of social needs, with child abilities in mind.
2. She studies through observation and conversation the needs and interests of her group.
3. She selects an enterprise because of its possibilities in opportunities for acquiring experiences embodied in the curriculum.
4. From her experience with other children of the same age working under similar conditions, she plans a way of approach to this unit of work.
5. She makes a study of available material—child experiences already possessed by the group, experiences for which she may arrange; interesting objects available, books, slides, maps, all available materials.
6. She displays from time to time stimulating material in the room.
7. She contributes stories, talks, accounts of experiences, passages to be read from books.
8. The teacher *listens* to the child's account of his experiences out of school in the constant search for varied approaches to aid him in his growth in experience.
9. The teacher holds herself in readiness to modify details in carrying on the planned project while holding to her main purpose.
10. She arranges materials and tools in an orderly manner with work centers carefully defined and materials well labeled—thus avoiding confusion.
11. She selects the materials which may profitably be free of access to the children and instructs them as to their proper placement.
12. She indicates those materials which are to be used only with special permission.
13. She shows appreciation of materials contributed by children.
14. She gives careful instruction as need arises in the technique of the use of tools, crayons, pencils, scissors, brush, hammer, saw, etc.
15. She requests help from individuals which will lead them into educative work—the use of different tools and materials, and other fields of thinking.
16. She offers equality of opportunity for all children with all the valuable types of tools and materials.
17. She or the children keep in some form records of the type of work chosen and the degree of achievement of each member of the group in order that they may be helped to progress from day to day in quality of thinking and workmanship.
18. She realizes that all forms of effort should be encouraged—that the bookish child should be drawn into projects where his hands will be trained, that dramatic play will develop the shy child, that some need a quiet corner for their

rhyme making, that the child who thinks with his hands may be drawn into a reading group, that arithmetic games may lead to the better development of number concepts in some children.

19. She insists that work once undertaken be completed with as good quality of workmanship as the situation justifies.

20. She expects instant response to the signals for ceasing work and "clearing away" at the end of the work period.

21. She notes instances where techniques taught in periods of direct instruction are not utilized in the work period.

22. She follows up the observation of such needs by directed lessons which will tend to meet these discovered needs.

23. She secures improvement in effort, whenever possible, by careful questioning of the workers that their own standards may be improved.

24. She notes character traits which need study and redirection in the members of the group.

25. She notes opportunities for motivation of drills of all types.

26. She notes new interests which will lead into the next big unit of work which the curriculum requires.

27. She judges when the project has served its educative purpose, in other words she knows when to stop and launch a new enterprise.

28. She uses the products of the period in some useful way then disposes of them when they have served their purpose. (Last terms products are often in the way of opportunity for the new group.)

B. THE CHILD'S PART

1. He finds in the teacher one who listens to the tale of his experiences and his natural desire to do.

2. He finds a chance to exercise his natural tendency to be constantly active—in mind or in body or in both.

3. The child contributes materials and tools as he is able.

4. He learns to keep materials and tools in the places wisely chosen by his teacher.

5. He grows in ability to use correct techniques with tools and materials.

6. He shows growth in the persistent effort to complete work once begun.

7. The child plans to the extent of his ability.

8. He grows in willingness to attempt new types of work which his teacher sees he needs to experience.

9. He grows in ability to judge the results of his efforts.

10. He grows in ability to describe his needs in the way of working materials or tools.

11. He has a chance to satisfy desires which are worthy with the help of a sympathetic and wise teacher.

12. He learns to obey at once signal for work to cease.

13. He acquires higher standards of orderliness and assists in maintaining them.

14. The child learns to be decisive, to make wise choices without waste of time.

15. He has an opportunity to learn standards of economy in the use of materials.

16. He learns that waste products—boxes, wrapping paper, etc., may be used to satisfy his desires.

17. He has the opportunity to learn respect for tools and right methods in their care.

18. He grows in willingness to share materials and tools when necessary.

19. He grows in willingness to give up the pursuit of individual desires to aid a group enterprise.

20. He grows in ability to suit materials to needs—in ingenuity.

21. He grows in appreciation of the work of other children—their skill in lines of work different from their own.

22. He learns to control voices—to move close to people when requests are to be made.

23. He learns to take the criticism of others and profit by it.

24. He discovers that the school subjects fill definite needs in carrying out

his own desires. He must know how to measure, he must be able to select the right sign "Please do not touch" to protect his work.

25. He has a chance to carry out individual pieces of work in situations where he cannot depend upon others but must use his mind.

The Work Period in the Kindergarten

Report Given At a Principals' Meeting

HELEN THOMPKINS

Director of Kindergarten, Summit Demonstration School, Seattle, Washington

OUR work period in the kindergarten serves many purposes, of which these two are outstanding: to help each child to make social adjustments; and to develop good work habits in the children. Dr. John Morgan in his "Psychology of the Unadjusted School Child" makes this statement: "Any adult who fails to make his social adjustment is mentally unbalanced." This thought is worthy of the deepest consideration; it will provide material for many an hour's enlightening discussion.

With these two thoughts in mind let me describe a typical work period:

First, the room and its centers of interest. The most important now is the playhouse. We are busy re-furnishing it. It needs a stove, a sink, pictures on the walls, curtains on the windows, tea towels, dusters, etc. As we have used the playhouse, we have discovered these needs and various children have volunteered to be responsible for definite furnishings. Several boys made stoves, and we chose the best one, which was moved into the playhouse. One boy is making the sink, two girls have hemmed the dish towels, etc. In the course of a few days, I hope we shall see the need of a grocery store, to supply the house occupants with food. It will be our first group activity. I think it will be a success because it represents a good life situation and because the children are showing that they will soon be ready to manage a large unit of work.

The next center of interest is the block

building, with the large box block and the small gift blocks. This work at first is strictly individual—on problems of personal interest only. This is developing gradually into informal groupings of two and three children at work on the same building or on a group of related buildings, as when two boys worked for two weeks on an airport and hangar and two girls and two boys joined forces and built two houses, a gas station, and a garage and connected all by a roadway. It is out of this spontaneous and informal grouping that we build the ability to work in a larger group on a unit of work that engages the interests of all the children. Such a unit will be our grocery store.

Another center is the clay table, where there is plasticine and clay. Work with this medium of expression up to this time has been individual. A big unit of work requiring clay products as a part of its equipment has not yet developed. For instance, there is no utensil in the playhouse that needs to be made from clay. We have plenty of real dishes, pots and pans, etc. Our first use of clay as a part of a work unit will be in equipping the grocery store with clay fruits, vegetables and such articles of food as can be represented by a clay model. So clay and plasticine are used for the pure joy of molding a plastic material that yields itself easily to the expression of the child's ideas.

Practically the same thought underlies our brief use of the work bench, with its lumber and tools. It has been used to

satisfy the child's own desires. Later it will be used for group activity.

Next is the sand table, always in use and incidentally a haven of refuge for the shy child, where he can dig and delve alone and in peace. Then the easels, where kalsomine paintings are made and where the child dabbles in color to his heart's content; the library table, where he finds picture and story books; the cupboards, with the usual supply of crayons, paper, pencils, scissors, paste, beads, pegs, and peg boards, and a shelf of wheel toys—trucks, autos, tractors, and airplanes—celluloid animals, and wooden dolls.

These constitute the materials which the child will employ as a means to his own ends. Now for the children as they come into the room and choose their problems for the day. How will they react to the stimulus of the material they choose, to the difficulties that their self-chosen problems will present, and to the needs and rights of their neighbors?

Let us watch the shy child. We have one in kindergarten who is exceptionally shy. The first two days of the semester he sat at a table by himself and used the pegs and peg boards which were placed within easy reach. When, at the beginning of the third day of school, we thought it better to leave the materials in the cupboards and let the children get their own work, the shy child refused to go to the cupboard to get anything. He seemed quite happy in watching the other children at work. So several days passed while he sat and watched and, may I add, was closely watched himself. One morning I made a very diplomatic overture to him about the fun to be had in using some of the materials. I was very bluntly rebuffed with the remark, "I'd rather sit." So sit he did. But I had secured one bit of information—at least he knew what he wanted and could say so! And perhaps when he had watched the other children long enough to feel acquainted with them and observed the interesting ways the materials were used, he might be per-

suaded to take the plunge himself. Two weeks later the opportunity came. When a new child brought the pegs and peg board to the same table where he sat, I saw an interested and somewhat longing look in his eyes. So when the suggestion was made that he get some pegs and a board, he hopped out of his chair and got what he wanted at once. Next day he said he would like to play with the pegs. A week later he said "I'd like to play in the sand," and he has been there ever since, very happy and contented, learning to talk and work with his neighbors, learning to hold his own against an occasionally aggressive child, and making a little beginning of the great adjustment he, as an extremely shy child, must make if he is to swim instead of sink. When the time is ripe, some days or weeks hence, a tactful suggestion will be made to him about doing some other work. What it will be I don't know yet, for it depends on him and how he develops.

How will the lazy and indifferent child react to this room full of stimuli? We have a lazy child, and this is what has happened and what will happen. This particular child has good intelligence and can do, and has done, good work. The first few days at school his block building was exceptionally fine and much admired and appreciated by the other children; more so than usual, because the children needed the encouragement of a good example in block building. Since then the lazy child has rested on his laurels. He delights in using one of the wheel toys, simply rolling it around the room. When he is asked, "What would be a good thing for you to build for your roadster or your truck?", his answer is reluctantly given, because he knows it means an expenditure of effort he does not wish to make. The resultant building is not up to his standard of achievement at all. He dillies and dallies and stalls for time, and has a good alibi ready. But now the time has come when he must realize that his teacher not only knows that he can do better work, but

is going to insist that he measure up to the best of his capability. She will call his bluff with a heart-to-heart talk and an insistence of good work. The work period gave the lazy child a splendid chance to show his true colors and provides an equally fine chance to correct his faults.

What does the work period do for the domineering, wilful, child? What is his reaction to the stimuli provided? His first reaction is one abounding orgy of "bossing." If a girl, she dominates the play-house; if a boy, he rules the work bench or block building with an iron hand. Such a child always seeks a group activity, in order to secure a chance to dominate. The first check on his domination comes when some child resents his interference, and protests vigorously. This happens the first day of school sometimes, and surely before the first week is over. This is the teacher's opportunity to compel the dominating one to respect the rights of the other children, to make him feel that public opinion, as represented by the children, is against such interference from him. This force of public opinion is more effectual in curbing the dominating one than any other means used. A little social ostracism will work wonders. Once again it is the freedom of the work period which brings to light in the fullest force the overbearance of a dominating child, and it is the work period that provides the best situation for compelling the child to overcome his own fault.

Another child upon whom the work period and its stimuli react with good results is the nervous, over-stimulated child. We have one such, and her morning greeting is followed by a torrent of excited jumbled words, relating the breathless happenings since we said good-by yesterday. And after we have let her run down, so to speak, she is off with a bounce and a breathless whirl, and a, "I'm going to build the biggest building today!" So we follow her up and ask, "Did you finish your picture book yesterday?" She answers, "No." "Which is better, to begin

new work, or to finish what you have started, and then do new work?" She answers, "Oh, well, I want to build first anyhow." We say, "Yes, it would be fun to build a tall building, but which way is better, to build first, or finish your picture book?" She finally decides to finish the book, and then we must watch and check her work carefully to be sure it is up to her standard of capability, and sometimes persuade her that a second try will, we are sure, bring about a better result. Sometimes she needs to be turned away from the very active work she has chosen, and sent to a quiet table to work at something less stimulating, modeling the characters in a story with plasticine, etc. The work period once again meets her problems in its variety of materials, there is always some form of work suited to her particular needs, and she learns to work quietly and to finish a job once begun.

One more type of child should be mentioned. In the class are a sister and brother who show all these characteristics rolled into one: repression, timidity, dependence, and lack of assurance. They worked alone with the blocks, or plasticine, or drawing. They apparently did not wish to have any contact with the other children, though I felt that down in the bottoms of their hearts they were longing for it. One must deal tactfully with such children as any approach to them is rebuffed unless it comes at the opportune moment. So I watched and waited. Last Monday they built a tug boat large enough for the two of them to sit in. The boat was greatly admired, and when the two were asked if they wished to have it left until the next day, they said, "Yes." Tuesday they sat in it for half the time of the work period, quite visibly enjoying the remarks of the passers-by: "Gosh, that's a keen boat!" "Gee, look at the seats." Wednesday they rebuilt it with more interest and enthusiasm than they have shown at any time. It was left in the middle of the floor until Friday and we played, skipped and

worked around it, and the janitor was good enough to sweep and wash around it, too. Although it was not touched by brother and sister on Thursday and Friday, I saw them frequently regard it with great pride. It remained a monument to their good work. It was admired by others, and was a source of longed-for contact with the other children when the others stopped long enough in their work to ask questions and admire the boat. It has helped them to come out of themselves, for sister played for a short time with another child, and brother voluntarily assumed leadership in a new game, and both spent one work period in the playhouse. It was nothing but a little tugboat, but it turned the trick, and a few more such efforts will see these two children well started on the road to free expression, self-assurance, and independence.

In this discussion of the work period, I hope I have made clear some of the benefits and values of the work period in the kindergarten. Let me review these points: The work period is a natural situation in which the child works at a self-chosen problem. In working at a self-chosen problem, in contrast to an imposed problem, the child accepts more willingly higher standards of workmanship and forms more easily good working habits. The child learns to respect the rights and privileges of the other children. He learns to work in groups and to submerge his personal desires in the larger interests of the group. He learns to complete a task once begun. He becomes independent,

able to criticize his own work and to accept criticism from others.

These values of the work period are intangible, and only after weeks and sometimes months of effort is there any appreciable evidence of progress. This is why it is so difficult to judge the value of this part of the kindergarten program. There is no part of the kindergarten or first grade program that is more worthy of your study than this work period. So I repeat, study the work period as there is no time when the various idiosyncrasies and peculiar habits of the children show up so clearly as they do here. This year we are to give our particular attention to the personnel of our school room. The work period is the finest time for such a study. It will repay you time and time again.

For the teachers I have the same message: there is no part of the program more difficult to manage than this part; no part requiring greater patience, more tact, more skill, and more real understanding and sympathy with the children and their odd and sometimes wholly misunderstood ways of doing things. The more sympathetically a teacher regards the children, with all their foibles and fancies, their failures and their successes, the more successfully she can manage a work period and secure from it the best for each and every child. And when the year's work is nearly done and she looks back over the work period to measure its results she will say, if she is honest with herself,

"It is I who has learned the most."

The Washington office of Childhood Education has many requests for back numbers of the magazine. Anyone having back numbers of which they are willing to dispose please notify the headquarters office, 1201 16th St., N. W., Washington, D. C.

Some Suggestions for Summer Study Received by Childhood Education

During the summer session of 1930 the *Institute of Child Welfare*, the *University of Minnesota*, will be offering a full program of courses, both on the undergraduate and graduate level, for those interested in child development, the nursery school and kindergarten or parental education. Some of these courses involve contact with the children in the nursery school and experimental kindergarten maintained by the Institute. During the first term of summer school, which runs from June 17 to July 28, undergraduate courses in Child Training, Modern Aspects of Child Study, Child Psychology, the Physical Development of the Young Child, the Principles of Kindergarten and Nursery School Education, Plastic Materials, and Rhythms and Games and Music for the Young Child, will be offered, along with graduate courses in the Health Care of the Young Child, Development of the Young Child, Anatomy and Growth of Fetus and Child, Observational and Experimental Methods in the Study of the Young Child, Research, and Parental Education.

During the second term of summer school, which runs from July 28 to August 30, undergraduate courses in Child Training, and in Modern Aspects of Child Study will be offered, together with graduate courses in Observational and Experimental Methods and in Research. The staff of the summer school includes Dr. Richard E. Scammon, Dr. John E. Anderson, Dr. Florence L. Goodenough, Dr. Josephine Foster, Dr. Esther McGinnis, Dr. Edith Boyd, Mrs. Marion L. Faegre, Dr. Mary Shirley, Miss Neith Headly, and Miss Marion Seeley.

The special catalog of the *Kindergarten-Primary Department of Western Reserve University*, Cleveland, Ohio, emphasizes certain outstanding offerings. In addition to the regular subjects of the kindergarten-primary field, there will be a Reading Clinic where experienced teachers may study reading cases with the help of physician, oculist, psychologist, psychiatrist, social worker and reading specialists. The summer demonstration school will include the kindergarten and the six grades. An out-of-door school of science and special science work in the observation school will appeal to students majoring in this field. There is, besides, an unusually rich offering both in music and art, and a full range of liberal arts subjects on the graduate and undergraduate levels.

Summer courses in child development and parent education in the *University of Iowa* are offered during the first term of the 1930 Summer Session, June 29 to July 17, by the *Iowa Child Welfare Research Station* in cooperation with other departments of the University. These courses are planned for the interests and needs of graduate students, teachers, social workers, leaders of child study groups, and parents.

The courses cover various phases of the development of the child from the period of antenatal growth to adolescence. A new course entitled *Character and Its Development* is intended to give an insight into the problems of character with special reference to the formative factors in childhood. Courses in nutrition, psychology, physical growth, physiology, child study and parent education, the child and the home, character education, and teaching in kindergartens and preschools are planned to present facts concerning child development.

The station has an elaborate and well-graded system of preschool psychological laboratories for scientific work in child development and training.

The summer session of the *National Kindergarten and Elementary College* will open June 23rd and continue until August 1st. The Children's School from the Nursery School to the Sixth Grade will be open the first three weeks with a reading clinic in connection correlated with daily reading conferences and a special course in recent scientific studies in reading. Intensive courses will be given in nursery school education, pre-school curriculum, teaching in the primary school, intermediate grade problems, courses in fine and industrial arts, manual training, music and dramatic play, culminating in an out-of-door pageant for children given by summer school students. Additional courses at the *School of Education, Northwestern University*, will be open to students of the National Kindergarten and Elementary College. There will be provided a variety of excursions to points of interest in and about Chicago.

The *Department of Kindergarten-Primary Education of the University of Chicago* will offer courses, covering the nursery, kindergarten, primary period, in social studies, industrial arts, nature study, literature, language, reading, number games, curriculum, measurements, supervi-

sion, teacher-training and behavior problems. These courses will be given by the regular members of the staff, supplemented by distinguished visiting instructors: Dr. Helen Koch, University of Texas; Professor Frances Dearborn, Terre Haute State Teachers' College; Miss Kate Kelly, Des Moines Public Schools, and Professor Agnes Rice, Illinois State Normal University. Demonstration classes will be conducted by expert teachers as usual.

"The Institute of Euthenics at Vassar College, Poughkeepsie, N. Y., in session from the 25th of June to the 6th of August, 1930, offers to teachers or supervisors in the field of nursery, kindergarten, primary education, or to women who are preparing for work with children under eight years old, a unique opportunity to gain insight into certain phases of child study. Most of the registrants are mothers with children in one or the other of the demonstration schools and the chief emphasis is on the family. The courses include:

1. *Mental Hygiene.* Dr. Smiley Blanton, Vassar College. Dr. Clara Thompson, Johns Hopkins, Baltimore, Md.
2. *Child Guidance.* Margaret Gray Blanton, Iowa State College, Ames, Iowa.
3. *Mental Development in the Pre-School Child.* Evelyn E. Eastman, Vassar College.
4. *Problems of Religious Adjustment.* Dr. Edwin Ewart Aubrey, Vassar College.
5. *The Psychology of Religion.* Dr. Aubrey.
6. *Principles of Religious Education.* Dr. Aubrey.
7. *Education of Children in a Changing Civilization.* Dr. Joseph K. Hart, University of Wisconsin, Madison, Wis.
8. *What Parents Should Know About Schools and Education.* Dr. Hart.
9. *Nutrition.* Dr. Ruth Wheeler, Vassar College.
10. *Speech Development and Correction.* Mrs. Blanton.
11. *The Family.* Dr. Elizabeth E. Hoyt, Iowa State College.
12. *Problems of the Consumption of Wealth.* Dr. Hoyt.
13. *Food Production.* Jean Simpson, Cornell University.
14. *Household Technology.* Gladys Beckett Jones, Garland School of Home-making.
15. *Horticulture.* Henry E. Downer, Vassar College.
16. *Arts and Crafts.* Bessie Scott, Elverhoj Colony.
17. *Interior Decoration.* Lucy Taylor, Vassar College.

The Progressive Education Association, 10

Jackson Place, Washington, D. C., will conduct its second annual Institute of Progressive Education at Vassar College, Poughkeepsie, New York, June 25 to August 6, 1930, through the hospitality and cooperation of the college. The courses and instructors follow:

1. *History and Principles of Progressive Education.* Mr. Perry Dunlap Smith, North Shore Country Day School, Winnetka, Ill.
2. *Experiments in Progressive Education.* Mr. Smith.
3. *Primary School Methods and Materials.* Miss Katherine Taylor, Shady Hill School, Cambridge, Mass. Miss Elsie Clapp, Ballard Memorial School, Louisville, Ky.
4. *Primary School Administration.* Miss Taylor and Miss Clapp.
5. *Secondary School Methods and Materials.* Mr. Burton P. Fowler, Tower Hill School, Wilmington, Del.
6. *Secondary School Administration, Mental Hygiene, Home and School, Character Development and Discipline, Student Government, etc.* Mr. Fowler.

These courses will be offered five hours a week for a period of six weeks, but so arranged that those who cannot stay the entire period will find profit in the work during their stay. Enrolment is expected for the entire season, but a limited number will be accepted for three weeks.

The treatment of the courses includes lectures, committee assignments, research and reports, discussions, conferences, and observation in the Demonstration Schools.

The daily time schedule will enable the students to register for as many courses as are desired, subject to the judgment of the Director, but as some may wish to attend the sessions of the Institute of Euthenics no more hours than can be adequately covered should be taken.

The Institute of Progressive Education is open to teachers, principals, superintendents and parents who are interested in the newer attitude toward childhood and better schools. It is hoped that the choice of a girls' college for location will not deter the men from attendance. There will be many present to share in the professional and social opportunities offered.

Informative course in music pedagogics for foreigners—June 23 to July 6, 1930, in Berlin Germany. This course is planned to give music teachers and musicians from other countries an opportunity to become acquainted with Berlin's musical life, with concert and opera and the most important private and state musical institutions. All those interested in school music will have a chance to observe methods of teaching in schools of all grades.

Tentative Program

The complete program, with all dates, can be had from the Zentralinstitut from May 15 on.

MONDAY, JUNE 23

Address of welcome by Ministerial Councillor Leo Kestenberg. Joint noonday meal. Social hour for getting acquainted.

TUESDAY, JUNE 24

Address by Susanne Trautwein, high school instructor, on music teaching in the school. Following the address visit to the Dalerose Seminary and the Seminary of the "Musikgruppe Berlin."

WEDNESDAY, JUNE 25, THURSDAY, JUNE 26,
FRIDAY, JUNE 27

Inspection of instruction in music and diction in primary, grade and high schools and Seminaries for kindergarten teachers, and visit to kindergartens. Visit to the Stern and the Klinkwort-Scharwenka Conservatories of Music.

SATURDAY, JUNE 28

Address by Professor Hans Joachim Moser, director of the State Academy of Church and School Music, on the methods and aims of the Akademy.

MONDAY, JUNE 30

Visit to the State Academy of Church and School Music, and to the Youths' and Common School Music School of Charlottenburg.

TUESDAY, JULY 1

Inspection of the "Musikheim" at Frankfurt-on-Oder.

WEDNESDAY, JULY 2

Address by Professor Georg Schunemann, director of the State Academy of Music, on the methods and aims of the Academy.

THURSDAY, JULY 3, FRIDAY, JULY 4

Inspection of the Academy of Music: Vocal and instrumental classes, orchestra school, school of acting, seminary for musical education, phonographic archive, experimental school for radio and sound film.

SATURDAY, JULY 5

Conducted visit to the instrumental collection of the Academy of Music and to the Music collection of the State Library.

The Child Development Institute of Teachers College, Columbia University offers opportunity this summer for observation of nursery schools and of mental and physical examinations of young children. Courses will be given in the Development of the Pre-school Child, Mental Testing of Young Children, Parental Aspects of Adult Education, Methods and Nationals of Parent Education, Pre-School Techniques for Child and Adult, Correction of Behavior Difficulties in Young Children, Health Care of Children, and Nutrition and Health. Among the instructors listed are Professor Helen Thompson Woolley, Professor Lois Hayden Meek, Professor Lelah Mae Crabbs, Miss Metta Rust and Miss Dorothy Schumaker. The nursery schools will be under the direction of Miss Marion Waliker and Miss Marjorie Crain.

For the benefit of those now coming to the summer session of the Ohio State University in Columbus to obtain advanced professional work during their vacations the university has set aside special funds for a much enlarged and enhanced program beginning with the Summer Session of 1930.

In order that students in all fields may have opportunities to associate with leading minds and personalities in their professions, the University is reaching out to all parts of the country and even to England to bring to Columbus this summer outstanding visiting members to the faculty to associate themselves with the regular teaching staff.

This year the University is also playing host for the National Education Association's annual meeting which will be held from June 28 to July 4. To Columbus will come several thousand members of the Association, many of whom are making arrangements to stay for the Summer Session.

Undergraduate and graduate students are invited to attend the summer sessions.

Catalogues were received from the Arizona State Teachers' College at Flagstaff; the University of California at Los Angeles; the School of Education, New York University, New York City; and the University of North Carolina at Chapel Hill. Notices of summer session work are included among our advertisers on page 432.

The Department of Nursery School, Kindergarten, and First Grade Education of Teachers' College, Columbia University, has been fortunate in securing the services of Mrs. Satis Coleman in the field of Music for the Summer Session of 1930.

Research problems relating to all aspects of the curriculum will be a large feature of the Summer Session.

BOOK REVIEWS

Editor, ALICE TEMPLE

An activity curriculum for public schools.—The city schools of Raleigh, North Carolina, have issued four curriculum bulletins of interest to primary teachers, two containing general suggestions for the six elementary grades, and two presenting activities of the three primary grades in detail. These bulletins indicate a radical departure in classroom practice and curriculum construction within a public school system.

Instead of building a course of study by subjects, this group has built a curriculum out of activities, allowing the unit of work to be dominant in the minds of pupils and teachers. During the development of an activity the teacher recorded learnings in terms of subject matter, skill and attitudes. After the termination of activities in their classes, the teachers compiled these records to show what progress for each grade had been achieved by allowing most of the work for study or drill in particular subjects. Each grade bulletin is to be used in connection with check lists on subject requirements.

This type of procedure has become familiar, thanks to the experiments of progressive, private schools, followed by outstanding public schools. For example, recent Kindergarten-Primary curricula from San Francisco and Cleveland reflect the same tendency to emphasize activities, while the monthly bulletins of the Baltimore schools show that the upper elementary grades have gone far in the same direction.

The Raleigh experiment proposes to include the high school and even to expand into the junior college eventually. Kindergartens are lacking at present, and that fact makes the stressing of activities more surprising, for we are accustomed to trace elimination of subject lines back to pre-school freedom from fixed requirements.

Bulletin Number One is a small pamphlet, "A Suggested List of Activities for Grades

One to Six." Following brief statements on standards for judging the worth of activities, there are grade lists of those reported by Raleigh teachers in the course of three years. Each grade section also contains a lengthy bibliography chiefly composed of references describing possible projects. A selected professional library has been established in the high school.

Bulletin Number Two states briefly the aims of education in modern society and emphasizes the point of view behind the work in Raleigh. There are sections on the large fields of instruction, each of which includes several subjects. Various techniques of teaching are discussed with particular attention to the arrangement of classroom situations that call forth self-activity.

Practical means for initiating activities or units of work, for guiding procedure, recording results, and evaluating outcomes are clearly stated. Provisions for teaching the fundamentals and for studying the local environment are stressed.

For each of the first six grades there are time schedules showing different arrangements of the daily program. Brief lists of worth while activities are given with a suggestion that those teachers desiring fuller information may consult the reports on these and many other units, which are on file in the superintendent's office.

Explanation of the way to use this curriculum shows that it is to be regarded as suggestive only, with no expectation that the same units need to be repeated and certainly never in exactly the same way, but with the hope that these records of past group experiences will encourage teachers to undertake other activities and develop them on a higher level. Extensive bibliographies comprise the second half of this book.

Bulletin Number Three has preliminary sections on first grade procedure, materials, and

the interests of young children. The greater part of this hundred-page mimeographed bulletin is devoted to detailed reports on six first grade units, showing how each activity started, what development followed, what materials were used, and what types of expression and learning resulted. Bulletin Number Four follows the same plan in reporting four units each from second and third grades.

The value of this type of curriculum construction is not to be sought altogether in the bulletins, although they reflect careful work and a progressive view of opportunities in public education. The real proof of worth is the personal and professional growth of the teachers, who took part during four years in curriculum research, and whose reported experiences may have an effect upon other teachers in the Raleigh schools and elsewhere.

BERYL PARKER,
Assistant Supervisor, Upper
Elementary Grades, Norfolk, Va.

A social studies program.—The growing realization that in his own interpreted environment a child finds the key to the tales of long-ago or the far-a-way—the beginnings of geography, history, civics and sociology—lends particular interest to any effort to provide help in the field of the social studies in kindergarten and primary grades. Particularly is this true when many teachers, principals and supervisors cooperate in such a venture as the one which is the subject of this review.*

An Activity Program in the Social Studies for Kindergarten and Primary Grades, "is designed to supplement the course of study." The Table of Contents is organized under the following heads:

- A. Home, Family Life, and Related Activities.
- B. Community Interests.
- C. Transportation.
- D. Country Life—Farms and Ranches.
- E. Nature.
- F. Life in Many Lands.

No attempt is made to list these units of work as particularly suited to different grades in the belief that "it is impossible to say exactly what form" the utilization of these in-

terests "should take in each grade or just how much ground should be covered by each group." "In general we can say, however, that the younger children are most interested in the simple activities closely related to their home and family. This interest gradually widens into an interest in the community and still later into an interest in other lands and historical beginnings of familiar things."

The following aspects of the pamphlet seem particularly valuable and helpful, not only to San Francisco teachers but to others studying the same problem.

1. The large number of clear and detailed photographs.
2. The attention given to child participation. The lists of children's questions are of unusual value. (Are not some of these teachers' questions? Their value is still the same.)
3. The well organized table of contents. Help on the particular study in which a group is engaged may be easily found.
4. The reference lists are particularly valuable because of their richness, completeness and reliability.
5. The addition of a statement of "Other Ways in which the unit has begun in different situations." Under "Making a Playhouse," thirty-five other possible workings out are suggested. These show adaptation to different age levels.
6. The stenographic reports of children's discussions preceding and following work periods will meet the needs of teachers not familiar with that phase of child participation.
7. The analysis of the extent to which curriculum subjects are involved in each project undertaken.
8. The constant emphasis upon the value of first-hand experience when interpreted by the teacher.

As careful study of the program reveals such values as these, it also raises a number of questions. For example:

1. To what extent is a "planned in advance curriculum" needed and justified in the kindergarten-primary grades? Is it wise to depend upon an incidental happening, (a load of lumber passing the schoolhouse) to determine choice of a unit of work in a Third Grade group? Does the playhouse serve equally well in first, second and third

*Curriculum Series Number One. *A Suggested List of Activities for Grades One to Six.* Raleigh, North Carolina. Raleigh Public Schools, 1928.

Curriculum Bulletin Number Two. *Statement of the Aims and Educational Program of the Raleigh Public Schools.* Raleigh, North Carolina, 1928.

Curriculum Bulletin Number Three. *Teaching in First Grade.* Raleigh, North Carolina. Raleigh Public Schools, 1928.

Curriculum Bulletin Number Four. *Teaching in Grades 2 and 3.* Raleigh, North Carolina. Raleigh Public Schools, 1928.

*An Activity Program in the Social Studies of Kindergarten and Primary grades. San Francisco Public Schools, 1929—Pg. 197.

grades as a center of interest and effort in "experiencing the environment?"

2. How far should we carry any enterprise? Is there particular value in adding a sun dial, a tennis court, an outside tea garden to a child's house-play activity? May we go beyond the point of valuable extension of experience because of our own interest in the attractive product?
3. Would further attention to relative values be helpful to teachers? Which justifies a larger place in the term's work—realistic reproduction of a "house-on-fire situation" even to the construction of the flaming roof, or a Room Post Office which involves the study of postal bulletins, air mail maps, the collection and delivery of building mail, the sale of stamps, the writing and reading of letters, stamp collections—an ever widening extension of experience?
4. What relative amount of time should go to a rather elaborate attempt to reproduce a laundry in a third grade room and to the follow-up of the water supply to the city to which this enterprise leads?
5. To what extent can we afford to sacrifice freedom of movement in our schoolrooms by covering the floor space with large construction projects for long periods of time. Are we already utilizing empty rooms, attic rooms, etc., as places in which larger construction projects may be carried on without interfering with work in rhythm, free movement, and peaceful, unconfused surroundings?

HELEN M. REYNOLDS.

Environment and the behavior of children.—

In a recent study* the author raises a question which has baffled many a parent and teacher. "Why," she asked, "under what is apparently the same general family situation, does one child develop one kind of behavior problem, and another child a different kind of behavior, while a third or fourth child may present no evidence of maladjustment whatever?" In her attempt to answer this question the author made careful case studies of the records of children who were brought to the habit clinics for preschool children of the Massachusetts State Division of Mental Hygiene. The studies involved fifty-nine children

in seventeen families. Twenty-five of these were regarded as problem children.

The complete analysis of the records led the author to the conclusion that no two children in a family have exactly the same environment; each reacts to a somewhat different family situation and hence responds differently. The author believes that it is through the baby-hygiene clinics and the habit clinics that the majority of young parents can be reached.

ALICE TEMPLE.

More social studies reading material.—Teachers who have used the first four books of the Social Science Readers will be delighted to know that a second group of four* is now available. The titles of these little books indicate that they deal with material that all experienced teachers recognize as having great interest to children in kindergarten and primary grades. Furthermore, the material has been selected and presented in such a way as to clarify and extend such ideas and knowledge as the children already possess. Mr. Brown's Grocery," for example, through twelve of its fifteen printed pages, each containing from four to eleven sentences, gives the child much interesting information about how the various farm products are packed and transported to the big city market where Mr. Brown purchases what he needs for his own grocery and carries it there in his truck.

As in the seven other books of this series, the last two or three pages tell of constructive and dramatic activities, in which they have been reading. In this case, as one might guess, the children construct and stock a miniature grocery and play at buying and selling.

Again, as in the entire set of four books, each page of reading material is accompanied by a full page illustration, well drawn and in flat colors.

Kindergarten children will enjoy "reading" the pictures in these books in connection with certain of their own enterprises, while first graders will be able to read the text also. According to a statement in the *Forward*, "approximately eighty percent of the words check with the Gates Word List—and ten percent not checked with the list are words relating to outstanding interests."

ALICE TEMPLE.

* Blanche C. Weill, *The Behavior of Young Children in the Same Family*, Cambridge: Harvard University Press, 1928.

* Helen S. Reed and Eleanor Lee, *Social Science Readers: Mr. Brown's grocery store, Billy's letter, Mary and the Policeman, Jip and the Fireman*. New York: Charles Scribner's Sons, 1929. \$.60 each.

AMONG THE MAGAZINES

EDITOR, ELLA RUTH BOYCE

THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION in its issue of March 8th prints an article by Dr. Sydney K. Smith of Oakland, California, on Child Guidance Clinics. This is a paper read at a session of the association and it begins with a quotation from Ralph P. Truitt which Dr. Smith thinks may well be taken as a text for his discussion. "It is the essence of the modern philosophy of mental hygiene to look upon these things (disordered habits, troublesome personality traits, or unacceptable behavior) merely as symptoms, as the outward manifestations of serious underlying disturbances which may be found, in the final analysis, in the mental, physical, or social spheres but which in any event are destroying the harmonious adjustment of the child to the environment." The development of child guidance clinics is discussed historically and three general headings are given of the clinical material which is found in them. The present first, social conduct; second, physical conditions; and third, personality traits. The list is not considered absolutely accurate, and under each heading are listed many types of cases. The essential personnel of a clinic is stated as consisting of "three distinct departments; (1) psychiatric and medical, (2) psychology and (3) social service. The practices of guidance clinics are described fully and some discussion is given of results. His final conclusion is that "these children must be studied as human beings with emotions, intelligence and bodies." "To do well balanced child guidance work, these components must be given due value and without such value the work will lose its worth and its place in the community. His conclusion lists five definite benefits as results of the work that has been done.

"1. They have done much toward educating communities to the need of studying the child as a whole.

"2. They have enlightened parents, teachers and social workers along the lines of mental hygiene.

"3. They have tended to bring the psychiatrist into a closer harmony with the pediatrician and the general practitioner.

"4. They have been productive of a finer understanding and cooperation between psychiatrist, psychologist, and social worker.

"5. They have been a definite aid in bringing about an understanding of the causes of juvenile delinquency and consequently in diminishing delinquency in communities where they are established."

In the April number of HARPER'S, an article by John Langdon-Davies on Education: Savage and Civilized, is well worth reading. In using these terms, he is not thinking of alien or past civilizations but of attitudes of mind as they may be found today. He writes specifically of the English Public Schools, but is entirely confident that the same conditions may be found in America. Some of his definitions we quote. By "a savage community we mean one where there is hardly any progress from one generation to another, where change is looked on with suspicion, and all human energies are concentrated upon maintaining the 'status quo.'" "A civilized community is one where progress and change are the life-blood of every activity, economic, aesthetic, ethical—Its citizens never forget that without evolution there is no life." His definitions of savage and civilized parents are derived from these statements and he says "There are rudimentarily civilized parents in many primitive societies; civilized communities, so-called, are honeycombed with savage ones." Naturally each type of parent will desire for his child the type of education which will fit him for the sort of civilization in which the parent believes. He gives an interesting summary of the means adopted by most savage

communities for educating children and points out that "it is the curriculum used to this day in our own communities as an integral part of normal orthodox education." This very startling statement he develops at some length and concludes that "it seems to have taken a war to convince a minority of human beings that the system was not worth the candle. At least the post-war period has seen a powerful increase of the movement away from orthodox education." He believes that in this movement there is developing a third sort of parent of whom he says "it may be called the anti-savage type." This parent "can almost always be discovered by his use of the phrase, 'freedom in education.'" There are listed four educational problems" by what he terms "the 'examples of freedom as it may be applied to absurdity of these anti-savage parents.'" The author's critical comments of these are as follows: "Freewill to do work as one likes—is to many children nothing but as additional burden. The young child cannot always stand freedom of choice, simply because it involves the use of more mental strength than has yet been acquired." Again, "It is anti-savage and not civilized to suggest that children should never be bored. Boredom, suitably spaced, is in life what rests are in music; a sort of pause for breath, or a waking sleep when some of the faculties may day-dream." His third point treats of the matter of freedom on the child's part in his daily physical routine. Of this he says, "Children do not love freedom so much as ritual." And, "Routine helped out by love of ritual is a valuable and necessary curtailment of freedom throughout the child's day and night." The fourth point has to do with children's relation to each other, "At first sight it would seem incontrovertible that children must learn to get on with one another and that the less adults interfere in this the better. Further thought backed by a little observation will show to what a very limited extent it can be true." From these quotations it is plain that the author finds much to criticize in the modern progressive schools. He concludes "Anti-savage educators are phrase-mongers first and last; at best, they treat children as proofs of a theory, at worst, they treat them as living dolls through whom they can excrete their passions. They can be welcomed as signs of revolt from the old system, but they are not the final product which all good parents are

demanding." He believes that this product is going to be very difficult to find but that we may hope it will come. And finally he gives the qualifications of the good educator thus: "Any human being who happens to be free from complexes, intelligent about the world, the flesh and the devil, gifted with an ability to be friends with children, and able to explain things in words of one or two syllables, ought to be forcibly prevented by the community from doing anything but educate."

The ATLANTIC MONTHLY for April prints anonymously A Scholastic Meditation called Teacher or Factory Hand? The notes tell us that "the author is a grade teacher who has given thought as well as effort to her profession." She presents her day's schedule and contrasts her activities with those of the doctor, the judge, and the minister, the "three other professions," as she expresses it, "dealing with close contact between person and person." She believes that the type of work she is trying to do is seriously hampered by the fact that it is not recognized as on a par with these other professions in the demand it makes on the individual. She says, "I want to help and encourage every youngster that sits in my class room. I feel that I was meant to teach adolescent boys and girls; my present enjoyment of teaching, even under great difficulties, ought to prove that." But she is making a plea for better conditions to several groups in the following words: "I write for the layman and superior officers who forget that teachers deal with moving material just as do doctors, lawyers, and ministers; not with cans of peas, or reams of paper, or figures on a balance sheet that can be shifted with impunity. I write specifically for those who are responsible in my city for increasing the already heavy load of English teachers. I write for the school executives who forget the nerve tension on one mind of the simultaneous workings of thirty-five to forty minds, for the man or woman who regards a school as an example in division, with the teaching staff as a fixed divisor and the pupils an ever-increasing dividend. The injustice to me as a teacher dwindles to insignificance when I think how the child is cheated." Increasing salaries everywhere are bringing heavier teaching burdens to teachers, so that, while this meditation obviously comes from New York, its appeal will be general.

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